

WEST VIRGINIA
SECRETARY OF STATE

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Constitution, Article XII, §2, W.Va. Code §18-1-1 and 4; 18-2-5 and 6; 18-2E-4, 5, 7 and 8; 18-5A-4; 18A-1-1; 18A-3-26; and 18A-3a-a

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES XX NO _____

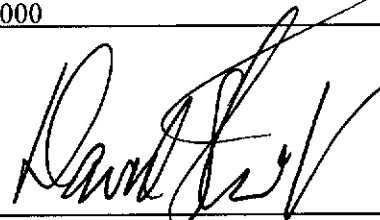
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 42

TITLE OF RULE BEING AMENDED: Assuring the Quality of Education: Regulations for
Education Programs (2510)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS August 7, 2000



Dr. David Stewart
State Superintendent of Schools

EXECUTIVE SUMMARY

POLICY 2510

Assuring the Quality of Education: Regulations for Education Programs

Background:

Policy 2510 provides direction and structure for the organization, delivery and accountability of education in West Virginia. Policy 2510 was originally adopted by the West Virginia Board of Education in 1984 and was substantially revised in 1996 in response to changes mandated in Senate Bill 300, the Jobs Through Education Act.

Revisions:

Changes have been made to the following sections:

- 3.1.1.b. Educational strategies will focus on preparing students for career employment opportunities.
- 4.4. Policy 2450 is referenced in connection with the county technology plan.
- 5.18. The definition of a course includes a requirement for reteaching. Examples are cited to clarify options for reteaching.
- 5.20. Per Policy 2419 the Individualized Education Program Committee is referred to as a Team.
- 5.23.1. Individualized Education Programs do not specify which courses will be taken by or available to special education students.
- 5.27. Both regular and special educators are involved in the development of Individualized Education Programs.
- 5.46. The overarching goals of the Unified County Improvement Plan are to deliver a strong education program and improve student achievement.
- 5.47. The Unified School Improvement Plan does not necessarily replace multiple plans.
- 5.48. The definition of a unit of credit includes statements about counties determining the level of mastery for high school credit courses and students mastering objectives at one level being able to progress to the next level of objectives.

- 5.54. The Robert C. Beach Vocational Agriculture Credit is defined.
- 6.4.2. A level of mastery set by the county board of education is required for courses needed for graduation.
- Chart III Career exploration experiences must be provided annually to students in grades five through eight.
- Chart IV A unit of credit will be awarded based on either demonstrated mastery of the instructional objectives through successful completion of a course or on tested mastery. County boards of education shall determine the level of mastery. Reference to the Robert C. Beach Vocational Agriculture Credit is included in a footnote about science courses required for graduation.
- Chart V Under Core Electives, Theater is deleted as an English language arts elective, Geography is added as a required social studies elective, Biology - Technical Conceptual is added to science electives, the term "Advanced" is used to designate several science electives for eleventh and twelfth grades, and Conceptual Mathematics is added to the list of mathematics electives.
- Chart VI The paragraph on career clusters and majors includes a reference to section 8.2.10.b.B., that discusses substituting higher level and more rigorous courses for career major courses and recommended electives.
- 6.5.3. The definition of a functional curriculum is updated to be consistent with Policy 2419.
- 6.6.4. The definition of school psychological services is expanded to include more updated information.
- 6.8.2. In the description of Student Assistance Team activities, the phrase "problem area(s)" is replaced with "needs."
- 7.2.4. Reteaching is to be considered in organizing school calendars and schedules.
- 7.2.6. Effective date for developing the Unified County Improvement Plan is removed.
- 7.2.9.k. Reference to electronic portfolio is deleted (per House Bill 2855).
- 7.2.9.v. Effective date for developing the Unified School Improvement Plan is removed. The school technology team is mentioned as a partner in developing the Unified School Improvement Plan.

- 7.2.12. A county board of education that proposes to schedule class periods in a manner that results in less than 8100 minutes of instructional time allotted for a high school credit course must obtain a waiver from the State Board prior to implementing such a schedule.
- 7.4.3.a.C. Upcoming requirements about the assignment of service personnel are inserted, per Policy 2419.
- 8.2.1. References to special education students not participating in the statewide assessment program are deleted, and a provision consistent with Policy 2419 is inserted.
- 8.2.3.a-h. Rules for developing policies concerning tested mastery of instructional goals and objectives are outlined.
- 8.2.5. Per Policy 2419 the Individualized Education Program Committee is referred to as a Team.
- 8.2.6. The Certificate of Proficiency includes notation of student's successful completion of a career major.
- 8.2.10.a.D. Per Policy 2419 the Individualized Education Program Committee is referred to as a Team.
- 8.2.10.b.B. Rules are outlined allowing students to substitute courses for required career major courses or recommended elective courses. Changes include: 1) A separate form is not needed to substitute courses; the process is folded into the five-year transition plan. 2) The curriculum team does not have to review the request. 3) The superintendent (or designee) does need to approve the substitution, ensuring consistency within a county school district. 4) The definitions of courses that may be substituted--higher level, more rigorous, advanced placement and college courses--are given.
- 8.2.11. Reference to electronic portfolio is deleted (per House Bill 2855).
- 8.3.1. Effective date for developing Unified County Improvement Plan is removed.
- 8.3.1.c. Information about enrollment does not need to be included in the Unified County Improvement Plan.
- 8.4.1. Effective date for developing the Unified School Improvement Plan is removed.

Impact:

The approved changes will –

- guarantee uniformity of time requirements for a high school credit;
- provide consistency in testing out procedures developed at the county level;
- formalize guidelines for substitution of higher level and more rigorous courses for career major courses and recommended elective courses;
- provide guidelines for the Robert C. Beach Vocational Agriculture Credit; and
- align Policy 2510 with Policy 2419.

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**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

SERIES 42

Assuring the Quality of Education: Regulations for Education Programs (2510)

§126-42-1. General.

1.1. Scope - This legislative rule establishes the regulations for all education programs that are to improve the quality of teaching and learning in the public schools and ensure that equal education opportunities exist for all students, including, but not limited to: comparably high quality programs of study, effective instructional strategies, work-based experiences, support programs, personnel, instructional materials, supplies, equipment, technology integration, and facilities.

1.2. Authority - W.Va. Constitution, Article XII, §2; W. Va. Code §§18-1-1 and 4; 18-2-5 and 6; 18-2E-4, 5, 7, and 8; 18-5A-4; 18A-1-1; 18A-3-26; and 18A-3a-a.

1.3. Filing Date - July 7, 2000.

1.4. Effective Date - August 7, 2000.

1.4.1. Unless specified otherwise within the policy.

§126-42-2. Purpose.

2.1. The West Virginia Board of Education is committed to establishing high academic standards and providing high quality programs for every student in West Virginia's public schools. The Board will collaborate with parents, educators, communities, business and industry, and higher education to fulfill this commitment. It is important that local boards of education, the school, community, students and families of students cooperate to establish high expectations for student performance and become actively involved in the education process, thereby enabling students to succeed in the classroom and the workplace, lead rewarding and productive lives, and participate responsibly in society.

2.2. Each county education program shall provide the necessary resources, including technology, to ensure that students attain high standards of performance. At early levels students will achieve basic skills in reading, writing, mathematics, and computer applications. Achievement in these skills will provide the foundation for later intellectual challenges in all programs of study. Students will explore their interests and

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abilities and engage in relevant activities to help them understand the world of work. Technology will be a tool to help achieve these standards in all schools. The West Virginia Board of Education anticipates the provision of sufficient resources and support, including an adequate system of professional development, appropriate instructional materials, and reliable assessment measures, to realize the West Virginia Education Goals listed in Section 3.1.

2.3. Schools, in cooperation with county boards of education, will determine their individual approaches, pursuant to this policy, to assist students in mastering the adopted instructional goals and objectives. Appropriate accountability measures will ensure that students and educators achieve high levels of performance.

§126-42-3. Scope.

3.1. The major purposes of these regulations are to improve the quality of learning and teaching in the public schools and to ensure that equal education opportunities are provided to all public school students. Equal education opportunities to achieve one's potential include, but are not limited to, comparably high quality programs of study, including work-based experiences, student support programs, personnel, facilities, instructional materials, supplies, equipment, technology integration, and effective instructional practices.

3.1.1. Education Goals. (W. Va. Code §18-1-4)

a. Through the combined efforts of the government, the school system and the people, the following West Virginia Education Goals will be achieved:

- A. all children entering first grade will be ready for the first grade;
- B. all students will have equal education opportunity;
- C. student performance on national measures of student performance will equal or exceed national averages and the performance of students falling in the lowest quartile will improve by 50 percent;
- D. ninety percent of ninth graders will graduate from high school;
- E. high school graduates will be fully prepared for college, other post secondary education, or gainful employment. The number of high school graduates entering post secondary education will increase by 50 percent; and
- F. all working age adults will be functionally literate.

b. These accomplishments will be pursued through strategies that focus on: early childhood development; involvement of parents; improving the quality of teaching; using technology in learning; helping at-risk students; preparing students for

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higher education and career employment opportunities; and restructuring and accountability in the education system.

3.2. Thorough and Efficient System - Ensuring a quality education implies that a thorough and efficient education system exists that provides equal access to substantive curricular offerings and appropriate related services for all students. Providing such an education system must be the goal of the West Virginia Legislature; West Virginia Board of Education; West Virginia Department of Education; county boards of education, and the people of West Virginia. This policy provides the basic structure for all education programs and student support services necessary for a thorough and efficient system of education to be available to all students. The elements of a thorough and efficient system of education are:

3.2.1. high quality education programs, student support services, and work-based experiences;

3.2.2. high quality administrative and instructional practices, personnel, facilities, instructional materials, technology integration, supplies, and equipment;

3.2.3. a safe and caring environment that fosters supportive relationships and involves parents;

3.2.4. a demanding curriculum for all students, with emphasis on the core academic programs of study, coupled with high expectations communicated to students, parents, and communities, and

3.2.5. accountability measures to ensure the public that a thorough and efficient system of education is being provided to students enrolled in the public schools of West Virginia.

3.3. System Requirements - The system of education shall provide opportunity for every child to develop: literacy skills; the ability to perform mathematical functions; the ability to make informed choices among persons and issues that affect his or her governance; the ability to assess self and the total environment to know options and choose life work; the ability to perform in the world of work and post secondary education; the ability to live a healthy lifestyle; the ability to participate in recreational activities; an understanding of the creative arts; and a sense of responsibility to facilitate compatibility with others in society.

§126-42-4. General Responsibilities.

4.1. The responsibility for developing and implementing high quality education programs is shared as follows:

4.1.1. Responsibility of the West Virginia Board of Education - The West Virginia Board of Education has primary responsibility for defining and assuring the delivery of a thorough and efficient system of education through the state superintendent of schools

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and the West Virginia Department of Education. Given this responsibility, the West Virginia Board of Education shall:

- a. adopt high quality education standards pertaining to all education programs, education personnel development, and related services;
- b. adopt policies providing equal education opportunities for all students that equip them with the skills and knowledge to succeed, to learn throughout their lifetimes, and to attain economic self-sufficiency;
- c. serve as an advocate for a thorough and efficient system of public education;
- d. establish partnerships with higher education, business and industry, labor, and community agencies to assure preparation of graduates for college, other post secondary education, and gainful employment and to achieve the goals of this policy;
- e. assist county boards of education and other participating agencies in implementing and operating high quality education programs and related services;
- f. receive, disburse, and administer state and federal funds designated for the implementation and operation of education programs and related services;
- g. monitor the implementation and operation of education programs and related student support services to ensure compliance with state and federal laws and policies;
- h. provide an effective mechanism for citizens to register concerns if they believe that elements of a thorough and efficient education program are not being provided pursuant to constitutional provisions, statutes, and/or West Virginia Board of Education policy;
- i. provide exceptions and consideration for extenuating circumstances, when suitable alternatives are proposed that ensure the attainment of the same or higher standards through the waiver process outlined in W. Va. Code §18-5A-3, and
- j. report progress toward attainment of state education goals to the public and the Legislature.

4.2. Responsibility of the West Virginia Department of Education - The West Virginia Department of Education has a primary leadership role in 1) defining and developing the framework for education programs and services, 2) assisting county boards of education to ensure delivery of these programs and student support services, and 3) assuring the Legislature, the West Virginia Board of Education, and the public that a thorough and efficient system of education is being provided. It is the further responsibility of the Department to:

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4.2.1. work for and provide staff support to the state superintendent of schools and the West Virginia Board of Education;

4.2.2. provide technical assistance to county boards of education, institutions of higher education, and related agencies;

4.2.3. encourage the use of best practices based on research;

4.2.4. disseminate information concerning the content and implications of standards, policies, and state and federal laws to county boards of education, institutions of higher education, the business community, parents, professional organizations, educational agencies, and other individuals and groups;

4.2.5. develop procedures, guidelines, and technical assistance documents necessary to implement the West Virginia Board of Education policies and state laws;

4.2.6. develop, provide, and participate in programs for professional development;

4.2.7. monitor the implementation of education programs;

4.2.8. administer funds provided and/or authorized by the Legislature and other sources;

4.2.9. maintain appropriate records and reports on the status of education programs and approved education personnel development programs;

4.2.10. be accountable to the public and the Legislature through the "West Virginia Report Cards"; and

4.2.11. provide recommendations to the West Virginia Board of Education to update a plan for a thorough and efficient system of public education.

4.3. Responsibility of Regional Education Service Agencies (RESA) - In order to consolidate and effectively administer education programs and service delivery, Regional Education Service Agencies (RESA):

4.3.1. facilitate equality in the education offerings among counties;

4.3.2. seek to deliver high quality education programs at lower per student cost;

4.3.3. reduce administrative and/or operational costs;

4.3.4. implement a uniform, integrated regional computer information system West Virginia Education Information System (WWEIS);

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4.3.5. develop and implement staff development programs, and

4.3.6. provide other education or support services as deemed appropriate by the West Virginia Board of Education, the RESA Board of Directors, or required by legislation or policy.

4.4. Responsibility of County Boards of Education - It is the responsibility of each county board of education to plan, deliver, and evaluate the education programs and student support services necessary to implement a thorough and efficient system of public education. The programs of study and student support services mandated by regulations must be made available to all students. In carrying out this responsibility, a county board of education may: 1) cooperate with one or more counties in establishing and maintaining joint programs, 2) use regional services or contract for services with public or private agencies having appropriate programs, and 3) coordinate and share programs, related services, and resources with other organizations, agencies, and local businesses. Regardless of the method chosen, each county board of education will: 1) collaborate with local business and community groups through establishment of partnerships and a county steering committee; 2) be responsible for conducting a technology needs assessment and establishing a county technology team that will develop a county technology plan for the use of technology to improve instruction (See Policy 2470 and Policy 2450 - to be revised by Fall 2000); 3) be responsible for developing a Unified County Improvement Plan and distributing the county board's resources as determined by the plan; and 4) be accountable to the public through the annual "West Virginia Report Card."

§126-42-5. Glossary.

5.1. Administrative Practices - The strategies, procedures, methods, techniques, and behaviors used by administrators to implement, lead, manage, and evaluate the education program in accordance with statutes, policies, rules, and regulations.

5.2. Adolescent Education - The education program that addresses the intellectual, physical, social/emotional, and career preparation needs of students across all programs and areas of study in grades 9-12.

5.3. Adult Education - The education program that addresses the intellectual, physical, social/emotional, and career development needs of persons 16 years of age and older who are not enrolled in school.

5.4. Area of Study - A logical subdivision of the subject matter contained within a program of study. For example, geometry and algebra are areas of study within the mathematics program of study.

5.5. The Arts - The programs of study for dance, music, theatre and visual arts.

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5.6. Banked Time - Time added beyond the required instructional day which may be accumulated and used in larger blocks of time during the school year for instructional or non-instructional activities.

5.7. Career Awareness - The opportunity for students to learn about and develop an appreciation of the broad concepts related to work, careers, and educational preparation.

5.8. Career Development - The process through which a student comes to understand the world of work. Kindergarten through fourth grade focuses on career awareness; fifth grade through eighth grade focuses on career exploration; ninth and tenth grade focuses on career exploration and decision-making and eleventh grade through adult focuses on career preparation.

5.9. Career Clusters - Broad grouping of related occupations representative of the type of occupations available in the world of work.

5.10. Career Exploration - The opportunity within the education program for students to conduct self-assessment, access career information, examine multiple career options, and initiate education planning based on a tentative career focus.

5.11. Career Majors - A grouping of occupations with significant commonalities within a career cluster.

5.12. Class Period - A block of time provided for instruction in a course within a program of study.

5.13. Classroom Management System - The organization of the activities and environment of a classroom that are essential to teaching and learning.

5.14. Co-curricular Activities - Activities that are closely related to identifiable academic programs and/or areas of study that serve to complement academic curricula.

5.15. Core Curriculum - The programs of study that, when delivered effectively, enable students to master the knowledge and skills needed to succeed in other programs of study, the workplace, college, and other post secondary education.

5.16. Core Academic Programs of Study - The English language arts, mathematics, science, and social studies programs of study.

5.17. County Steering Committee - A committee that includes parents and representatives from business, labor, higher education, economic development, local school improvement councils (one member from each programmatic level, K-4, 5-8, 9-12), faculty senates (one teacher from each programmatic level, K-4, 5-8, 9-12), students (one from each programmatic level 5-8 and 9-12) and other organizational entities in the community.

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5.18. Course - An area of study defined by approved instructional goals and objectives. The time required for mastery may vary. Schools shall provide reteaching through a variety of strategies which may include, but are not limited to, restructuring the school day, providing extra tutorial sessions, utilizing appropriate technology, extending the school day, and/or extending the school year.

5.19. Developmental Guidance - Planned activities and experiences designed to meet instructional goals and objectives derived from student needs assessments in the area of self-understanding, self-concept, interpersonal relationships, decision-making, career awareness, career exploration, and educational/career choices. (See Policy 2315)

5.20. Diploma - Formal documentation and recognition that a student has satisfactorily completed the graduation requirements of the state and county school district. A Modified Diploma is awarded when a student, who has severe disabilities, satisfactorily completes modified graduation requirements. Students with severe disabilities are defined as those students with cognitive impairments so severe that instructional objectives for required and elective courses are not appropriate, even when delivered in altered form or through different strategies, i.e., changes in delivery, specially designed instructional objectives, teaching strategies, media/resources, and evaluation techniques. The Individualized Education Program (IEP) Team determines if the student is unable to meet the graduation requirements for a regular diploma. The modified graduation requirements are recorded on the student's IEP and Individualized Student Transition Plan.

5.21. Early Childhood Education - The education program that addresses the intellectual, physical, social/emotional, and career awareness needs of learners across all programs and areas of study in grades Pre K-4.

5.22. Education Program - A structure for defining, delivering, and being accountable for a thorough and efficient system of education. This structure is applicable at the state, county, and school levels.

5.23. Elective Courses - Courses students may choose to study based on need and interest:

5.23.1. Required elective courses must be available to the student sometime during the appropriate programmatic level.

5.23.2 Optional elective courses may be made available by the county board of education, school or other entity based on student need and interest, but they are not required to be made available.

5.24. Extracurricular Time - Time that is not part of the required instructional day or curricular offerings but is under the supervision of the school. It may be used for athletics, non-instructional assemblies, social programs, entertainment and other similar activities. Extracurricular activities may not be scheduled during the instructional day.

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5.25. **Grade/Instructional Level** - The class structure that is used to organize and deliver education within West Virginia public schools. The public school education experience is divided into 13 levels, K-12.

5.26. **Graduation Requirements** - Graduation requirements are the number of required and elective units of credit that must be earned by a student in order to be graduated from high school. A diploma is the document that is awarded to a student to verify completion of these graduation requirements.

5.27. **Individualized Education Program (IEP)** - A written plan, developed by both regular and special educators, parents, related service personnel and the student describing the specially designed instruction needed for an eligible exceptional student to master the instructional goals and objectives and/or be prepared for the workplace. (See Policy 2419)

5.28. **Instructional Day** - Time allocated within the school day for the teaching and mastery of instructional goals and objectives. The minimum instructional day for K-4 is 315 minutes, 5-8 is 330 minutes, and 9-12 is 345 minutes.

5.29. **Instructional Goal** - A broad statement of the general direction of instruction in the programs of study.

5.30. **Instructional Objective** - The specific knowledge that students should know (content) and/or what students should be able to do (skills).

5.31. **Instructional Term** - The period of time from the opening of school to the closing of school. The specific dates for each county's instructional term are set by the county board of education and must include a minimum 180 days of instruction. (W. Va. Code §18-5-15)

5.32. **Instructional Practices** - The strategies, procedures, methods, techniques, and behaviors used by teachers to help students attain the instructional goals and objectives of a program of study.

5.33. **Interdisciplinary Area of Study/Instruction** - A delivery system integrating instructional goals and objectives from different programs and/or areas of study.

5.34. **Local School Improvement Council** - A local advisory group composed of three teachers, three parents, two service employees, the principal, and two at-large members appointed by the principal, and one student in schools with grade seven and higher. The Council: focuses on improving the education program and operation of the school; has authorization to request waivers of local or state rules, policies, and state superintendent interpretations; assists in the development of the Unified School Improvement Plan, and can apply for grants and awards.

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5.35. Middle Childhood Education - The education program that addresses the intellectual, physical, social/emotional, and career exploration needs of students across all programs and areas of study in grades 5-8.

5.36. Partners in Education - Businesses or other community organizations formally linked with an individual school sharing human resources, expertise, and time in a collaborative manner to provide students with enhanced learning opportunities.

5.37. Pre-Kindergarten - The period of time from ages 3 to 5 that is allocated for planned education experiences to address the child's physical, social, emotional, perceptual, and intellectual growth and development. Emphasis is placed on early identification and remediation of physical and intellectual delays in order to enable children to make the most of education opportunities afforded them when they enter kindergarten.

5.38. Program of Study - A curriculum within levels K-adult that constitutes the subject matter to be offered. For example, English/language arts, mathematics, social studies, and business education are programs of study.

5.39. Required Basics - The knowledge and skills that are the fundamental to learning in all programs of study. Reading, writing, mathematics, and computer skills are the required basics.

5.40. Required Courses - Those courses that all students must complete.

5.41. Reteaching - Strategies teachers use to ensure mastery of concepts and instructional goals and objectives by all students. The individual school retains the option of selecting and implementing the strategies for the daily reteaching of the students.

5.42. School Day - The time, inclusive of homeroom, class changes, breaks/recess, lunch, and other non-instructional activities from the first designated assembling of the student body in groups (homeroom or first period) to the dismissal of the student body.

5.43. Semester - A block of instructional time that is equivalent to at least one-half of the school year. For example, 90 instructional days are equal to a semester in a traditional school term of 180 instructional days.

5.44. Subject - A synonym for an area of study. For example, subject may refer to algebra, economics, or literature.

5.45. Technology Integration - The use of programs of study to help students understand and use technology, and the use of technology to help students master the programs of study.

5.46. Unified County Improvement Plan - A plan developed through a strategic planning process that incorporates data from the individual Unified School Improvement Plans, or equivalent strategic school improvement plans, to provide for identified county-

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wide needs while unifying county level resources to deliver a strong education program and improve student achievement.

5.47. Unified School Improvement Plan - A plan developed through a strategic planning process that utilizes and unifies all fiscal and other resources to deliver the education program based on identified student learning needs.

5.48. Unit of Credit - Recognition given to a student for the successful demonstration of mastery of the instructional objectives at a level established for an approved required or elective high school level course. The level of mastery shall be determined by the county board of education. Individual students who demonstrate mastery of instructional objectives of a particular course must be provided opportunities to progress to the next level of objectives. Credit shall also be granted for documented mastery of high school course requirements by a student prior to grade nine or for successful completion of college credit.

5.49. Warranty - The formal recognition by the county board of education that the graduate has mastered the basic skills of reading, mathematics, and language at a level appropriate for an entry level position in the workplace (50th percentile) or for an advanced level position in the workplace and for post secondary education (70th percentile). This determination is made based on grade 11 test scores. If the student does not function successfully, the graduating school system will provide additional instruction in the basic skills at no cost to the student, employer, or post secondary institution.

5.50. West Virginia Report Card - Information provided to parents and the general public on the quality of education in the public schools that is uniform and comparable among schools within and among the various school districts as defined in W. Va. Code §18-2E-4.

5.51. Work Based Learning - Education activities that assist students to: gain an awareness of the workplace; develop an appreciation of the relevance of academic subject matter to workplace performance; and gain valuable work experience and skills while exploring career interests and abilities.

5.52. Work Day - Time allocated for the instructional day and other activities such as homeroom, class changes, lunch, planning periods, and staff development that may not exceed eight clock hours.

5.53. Process/Workplace Skills - Skills required for success in a career and the workplace including the ability to: organize, plan, reason, and use information to solve problems; communicate orally and in writing; work effectively with others; understand and use technology; develop personal skills and attributes; and plan and prepare for a career. (See the Process/Workplace Goals in Policy 2520)

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5.54. Robert C. Beach Vocational Agriculture Credit - Only students with a declared entry or skilled level major in vocational agriculture (i.e., those whose 5-year plan indicates entry directly into the workforce upon graduation from high school) will, upon their successful completion of a unit of credit in an approved vocational agriculture course above grade 10, be exempt from the third required unit of science credit required for graduation (i.e., the unit above CATS 9 and 10). All other students, including those with declared majors in vocational agriculture at the professional level or who anticipate two-year or four-year college education, are required to take three units of science as defined by this policy and Policy 2520 for graduation.

To be eligible as a required unit for graduation, the vocational agriculture education course must: (1) build on the concepts and skills in grades 9 and 10; (2) be taught at a level of greater complexity and depth than that of vocational agriculture courses in grades 9 and 10; (3) have West Virginia Board of Education approved Instructional Goals and Objectives; and (4) receive West Virginia Board of Education approval as a vocational agriculture course that qualifies as a Robert C. Beach Vocational Agriculture Credit.

The school shall (1) have on file a Parental Consent Form with signatures of the student, parent(s), and authorized school official that acknowledges the understanding that this class does not represent a substitute for the knowledge, skills and competencies of a third unit of science and that this course does not meet the requirement for the additional unit of laboratory science that West Virginia colleges and universities have for admission; and (2) review with the student and his/her parents as verified by the Parental Consent Form that the required third unit of science must be successfully completed if a student should change his/her major from entry or skilled level vocational agriculture education prior to graduation from high school. The Office of Educational Performance Audits shall verify that each criteria is met.

§126-42-6. Program Definition.

6.1. The education program offered in West Virginia's schools is defined in broad terms as all of the education activities that take place during the school day and the school year. The education program provides education opportunities for students to master the basic skills, and to develop the broader knowledge and skills necessary to function effectively in responsible adult roles. The education program is based upon the best information available regarding effective practices and information that is provided through responsible research so that the program of education is efficient and effective. The education program is structured and based on four programmatic levels: early childhood education, middle childhood education, adolescent education, and adult education. Within those programmatic levels, the education program includes the programs of study that make up the curriculum, instructional practices, and student support services.

6.2 Each county board of education shall establish policies and implement written procedures to define its education program in accordance with the definitions and requirements that follow. In meeting this responsibility the county board shall:

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6.3. Programmatic Levels - Base the definition and delivery of its education program on the following four stages of student development and maturity.

6.3.1. Early Childhood Education (Grades Pre K-4) - Early childhood education is the beginning of formal education in West Virginia public schools. Pre-kindergarten and kindergarten provide developmental activities designed to stimulate the intellectual, physical/motor and social/emotional development of the child and begin the process mastery of the required basics. The education program in grades 1 and 2 gives priority to the mastery of the required basics of reading, writing, mathematics, and computer skills and reinforces the developmental activities with emphasis on integration of career awareness and the use of other technology skills.

6.3.2. Middle Childhood Education (Grades 5-8) - Middle childhood education builds upon the results of early childhood education and provides education opportunities to help students extend competence in basic skills; develop self-understanding, self-knowledge, independence and interdependence; and engage in exploratory experiences in academic areas and careers. The middle childhood education program builds on and emphasizes extension of the basic skills, including technological skills, broadening of academic skills to assist students in making the transition from childhood to adolescence and experiencing career exploration to develop individual student transition plans for grades nine and ten.

6.3.3. Adolescent Education (Grades 9-12) - Adolescent education provides students the intellectual, social/emotional, physical, and technological capacities for successful entry into adulthood. The adolescent education program provides challenging and rigorous courses in the programs of study that will enable students to achieve high levels of competence so they can complete graduation requirements, receive a warranty and be prepared to successfully enter and compete in the workplace and in post secondary education. Students in the adolescent education program will have the opportunity to examine a system of career clusters and to select and complete a career major.

6.3.4. Adult Education - Adult education is designed to meet the education, employment and training, economic, civic, cultural, social, and recreational needs of adults in the community served by public schools. These programs are offered by county boards of education or regional education service agencies and are described in Chart VII.

6.4. Programs of Study - Ensure that the programs of study establish the content and skills (what students should know and be able to do) around which the instructional program is organized and delivered. Programs of study are introduced, emphasized and delivered in different ways at the four programmatic levels. Some programs of study are required to be taken by all students and others are required to be offered to students. The following factors must be addressed as each county board of education defines its programs of study:

6.4.1. The programs of study identified in Charts I-IV must be available to and taken by all students as noted in the charts.

a. Transfer Students - Students who transfer into a West Virginia school that has additional requirements may not be able to complete these requirements. In such cases, the student's credits shall be evaluated to determine if one or more county and/or state requirements will be waived by the county or state superintendent.

b. Continuous Enrollment - If a student has been enrolled continuously in grades 9-12, the student shall be expected to meet the graduation requirements that were in effect when he or she entered ninth grade.

c. Re-enrollment - If a student has enrolled after dropping out of school, the requirements that a student must meet depend upon the length of time he or she has been out of school. If the student has been out of school less than one year, he or she would be expected to complete the graduation requirements that were in effect when he or she entered grade nine. If the student has been out of school one year or more, he or she would be expected to complete the current graduation requirements.

6.4.2. The courses needed for graduation (Chart IV) require mastery of the West Virginia Board of Education and county board of education approved Instructional Goals and Objectives. The county board of education shall determine the level of mastery which constitutes successful completion of a course. Course work required for graduation as listed in Policy 2444.01 will remain in effect for students entering grade nine through the 1998-99 school year.

6.4.3. Additional programs of study not identified in Charts V and VI are offered to afford students the opportunity to attain mastery of the instructional goals and objectives, to broaden and enrich their education, and to support academic and career development.

6.4.4. Any elective offering must be based on West Virginia Board of Education approved instructional goals and objectives or on written goals and objectives that are approved by the county board of education.

6.4.5. Chart VII identifies programs of study that provide lifelong learning opportunities for adults so that they may maintain, acquire, or enhance functional and/or technical literacy.

6.4.6. Technology must play a major role in the delivery of all programs of study. Technology will be used as part of the delivery process for instruction and providing information for students. The use of technology, particularly computers, will also be a part of the curriculum so that students develop skills and know how to use technology as an effective tool for learning, processing information, and communicating information to others.

6.4.7. County boards of education must make a variety of career cluster options available to students in order to ensure that students understand the breadth and scope of careers in the world of work. Required career major courses and required electives within the majors will be determined by county boards of education.

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6.4.8. Linkages must be established that enable school personnel and businesses to provide work-based experiences to support and enhance the programs of study and career development of each student.

6.4.9. Authority for County Boards of Education to Increase Graduation Requirements - The state graduation requirements include 24 total units of credit. County boards of education have the authority to increase these requirements for schools in their counties. The county superintendent shall notify the West Virginia Department of Education of any changes in requirements beyond the state requirements.

6.4.10. Accepting Credits Earned Before Grade 9 - Any student who successfully completes a high school level course prior to grade nine shall receive full credit for that course toward graduation requirements. The student's permanent record for grades 9-12 shall indicate completion of the courses. The grade for any course taken prior to grade nine becomes part of the student's permanent record and is calculated in the student's GPA (grade point average).

6.4.11. County boards of education shall adopt policies that allow students to earn credits for completion of college work. These units of credit may be used to meet graduation requirements, based on the stipulations in Policy 2520.

Chart I

Early Childhood K-2

These core programs of study shall be taught daily with a reteach component ensuring mastery of the instructional objectives. Reteaching is to occur daily for those students needing more help.

English Language Arts
Mathematics

These required programs of study may be taught as separate or integrated programs but need not be taught daily.

Science
Social Studies
Art
Music
Physical Education
Health

Components of career awareness and the application of technology shall be included during instruction in all subjects.

Students demonstrating mastery of instructional grade level objectives in the programs of study are to be provided the opportunity to advance to the next grade level objectives.

Chart II

Early Childhood 3-4

These core programs of study shall be taught daily with a reteach component ensuring mastery of the instructional objectives. Science and Social Studies may be taught as separate or integrated programs. Reteaching is to occur daily for those students needing more help.

English Language Arts
Mathematics
Science
Social Studies

These required programs of study may be taught as separate or integrated programs but need not be taught daily.

Art
Music
Physical Education
Health

Components of career awareness and the application of technology shall be included during instruction in all subjects.

Students demonstrating mastery of instructional grade level objectives in the programs of study are to be provided the opportunity to advance to the next grade level objectives.

Chart III

Middle Childhood 5-8

These core programs of study shall be taught daily with a reteach component ensuring mastery of the instructional objectives. Schools implementing alternative schedules will provide equivalent instructional time for these programs of study.

English Language Arts
Mathematics
Science
Social Studies

These required programs of study shall be taught at each grade level each year as separate subjects.

Art
Music*
Physical Education
Health

These required programs of study shall be taught annually.

Career Exploration**
Developmental Guidance***
Foreign Language****

Career awareness and the application of technology shall be taught in all programs of study. Students demonstrating mastery of instructional grade level objectives in the subjects are to be provided the opportunity to advance to the next grade level objectives.

* Choral and instrumental music must be offered no later than grade six.

** These experiences based on instructional goals and objectives must be provided to students during grades five through eight beginning the fall of 1998, and may be integrated or taught as a separate course. Where feasible, consideration should be given to using modular technology education labs to enhance career exploration.

*** This may be integrated or taught as a separate course.

**** Beginning the fall term of 1998, all counties are encouraged to offer two years of foreign language for students in grades seven and eight. Beginning the fall of 2002, all counties will be required to offer two years of foreign language for students in grades seven and eight.

Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must have written goals and objectives approved by the county board of education.

Chart IV

Adolescent 9 - 12

These graduation requirements for grades 9 - 12 become effective for students entering grade 9 in the 1999 - 2000 school year.

Requirements for Graduation

English Language Arts

4 courses

English 9, 10, 11, 12

Mathematics*

3 courses

Two of the three credits will be Algebra I and above.

Science**

3 courses

Coordinated and Thematic Science 9, Coordinated and Thematic Science 10, and one course above Coordinated Thematic Science 10 level.

Social Studies

3 courses

United States to 1900, World Studies to 1900, and Twentieth Century

Physical Education/Wellness

1 course

Health

1 course

The Arts

1 course

Career Majors***

4 courses (Career majors are to be determined at the local school or county level.)

Electives

4 courses (chosen from the school's offerings of electives)

Work-based Learning****

(Work-based Learning will be determined at the local level.)

Credit for each course is to be awarded based upon either demonstrated mastery of the instructional objectives by successful completion of the course or tested mastery of approved instructional goals and objectives. The county board of education shall determine the level of mastery which constitutes successful completion of a course.

Students demonstrating mastery of instructional grade level objectives in the subjects are to be provided the opportunity to advance to the next grade level objectives.

* Successful completion of the objectives for Applied Math I and II is equivalent to an Algebra I credit. Applied Geometry may be substituted for a formal course of geometry.

** With parental consent, students with a declared entry or skilled level major in vocational agriculture will, upon their successful completion of a Robert C. Beach Vocational Agriculture credit in grade 11 or 12, be exempt from the third required unit of credit in science. (See Section 5.54.)

*** Prior to students selecting career majors, opportunities for career decision making orientation must be provided.

**** The decision regarding credit for the experiences at grades 9 - 12 will also be made at the local level.

All students are strongly encouraged to complete two courses in a foreign language. Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must have written goals and objectives approved by the county board of education.

Chart V

Core Electives

Adolescent 9-12

ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE AND SOCIAL STUDIES

English Language Arts

Drama
Journalism
Mass Media
Television
Film
Speech
Creative Writing
Technical Writing
Desk Top Publishing
AP English Courses
English College Courses

Mathematics*

Applied Mathematics I*
Applied Mathematics II*
Geometry/Applied Geometry*
Algebra II*
Conceptual Mathematics
Trigonometry
Probability and Statistics
Pre-Calculus
Discrete Mathematics
Algebra/Geometry Preparation
Algebra Support
AP Mathematics Courses
Mathematics College Courses

Science**

Advanced Biology (11/12)
Biology - Technical Conceptual (11/12)
Advanced Chemistry (11/12)
Chemistry - Technical Conceptual (11/12)
Advanced Environmental /Earth Science
(11/12)
Human Anatomy & Physiology
Advanced Physics (11/12)
Physics - Technical Conceptual (11/12)
AP Science Courses
Science College Courses

Social Studies

Civics/Government***
Economics***
Geography ***
AP Social Studies Courses
Social Studies College Courses

- * Indicates math courses required to be offered. Schools must offer four courses in mathematics at a level above Algebra I.
- ** A minimum of one course for each of the four fields of science (Biological Sciences, Chemistry, Environmental Earth Sciences, and Physics) must be offered.
- *** Required to be offered.

Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must have written goals and objectives approved by the county board of education.

Chart VI

Non-Core Electives 9-12

The instructional objectives for these electives will be submitted to the State Board for approval within the next six months.

The Arts

Electives must be offered to accommodate four sequential levels of student achievement in music (both instrumental and choral) and visual art (general art and/or studio art). Electives must be offered in at least one level of student achievement in dance and theatre beginning with the 1998-99 school year. Electives must be offered to accommodate four sequential levels of student achievement in dance and theatre beginning with the 2001-02 school year. Additional elective offerings may be made available based upon student need and interest.

Career Clusters and Majors

Career cluster options must be made available to students to ensure that students understand the breadth and scope of careers in the world of work. Required career major courses and required electives within the majors will be determined by county boards of education. See Section 8.2.10.b.B. for rules allowing students to take a higher level or more rigorous course, advanced placement course, or college course in place of a required career major course or a recommended elective course. Career majors must reflect, where appropriate, professional, skilled, and entry level components.

Driver Education

A minimum of one course must be offered.

Family and Consumer Science

Two elective offerings which include instructional goals and objectives that teach parenting skills to meet the stipulations of West Virginia Code §61-8-9A must be offered.

Foreign Language

A minimum of two levels of one foreign language will be required to be offered. Languages to be offered will be determined by county boards of education.

Health

Elective offerings may be made available based upon student need and interest.

Physical Education

Elective offerings may be made available based upon student need and interest.

Note: Elective offerings not based on West Virginia Board of Education Instructional Goals and Objectives must have written goals and objectives approved by the county boards of education.

CHART VII
Adult Education Programs*

Adult Basic Education (ABE)	Vocational and Technical Education Full- and Part-Time Classes	Job Specific Services to Business and Industry
<ul style="list-style-type: none"> ● Basic Literacy ● Basic Skills Assessment ● General Educational Development (GED Preparation) ● Workplace Readiness Skills ● Televised ABE ● External Diploma Program (EDP) ● English as a Second Language (ESL) ● Correctional Literacy Programs ● Family Literacy Programs ● Adult Education for the Homeless Programs ● Test Preparation for employment, college, military ● Career Exploration 	<p>Technical training is provided to assist adults seeking employment or enhancing their current employment.</p> <ul style="list-style-type: none"> ● Industrial and Technical ● Computer Science ● Business Education ● Wood Products Technology ● Aquiculture ● Hospitality ● Health Care 	<ul style="list-style-type: none"> ● Workplace Education Programs ● Job/Task Analysis ● Training Material Identification/Procurement ● Training Material Development ● Training Video Production ● Technical Skill Training ● Supervisory Training ● Train-the-Trainer Program ● Customized Skills Development Classes ● Employee Assessment/ Selection Service ● Use of Vocational Facilities/ Equipment ● Referral to Other Agencies
<p style="text-align: center;">Workforce Development Training for Special Populations</p>	<p style="text-align: center;">Public Service Training</p>	<p style="text-align: center;">Community Education and Service Learning</p>
<p>Academic skills and technical training are provided for unemployed and/or economically disadvantaged adults.</p> <ul style="list-style-type: none"> ● Job Training Partnership Act ● Job Opportunities and Basic Skills Training ● Trade Readjustment Act ● Clean Air Act ● North American Free Trade Agreement 	<ul style="list-style-type: none"> ● Emergency Medical Training ● Wastewater and Water Training ● Firefighting Training ● Hazardous Material Training 	<p>The activities provide personal and professional benefits to the participants and strive to create a partnership between the school and the community.</p> <ul style="list-style-type: none"> ● Community Service Learning <ul style="list-style-type: none"> -- Tutoring -- Mentoring -- Coaching ● Community Schools Councils ● School Improvement Councils ● Recreational Activities ● After School Child Care ● Personal Development Courses

*To be delivered consistent with Policy 2420.

6.5. Instructional Goals and Objectives - Identify and sequence within each program of study, the specific instructional goals and objectives that are to be taught in the schools of the county in order to assist teachers in organizing and delivering instruction.

6.5.1. Ensure that curricula at the county and school levels are based upon the approved instructional goals and objectives.

6.5.2. Instruction at the county and school levels is modified when necessary to accommodate the educational needs of eligible exceptional students and other students with special needs.

6.5.3. Functional skills necessary to make a successful transition to adult life are based upon approved instructional goals and objectives and are provided to individual students with severe disabilities who meet the criteria for participation in West Virginia's Alternate Assessment.

6.6. Student Support Services - These services include, but are not limited to: guidance and counseling, health services, library/media services, school psychological services, social services and attendance, transportation services, and nutrition services. County boards of education must provide student support services to ensure that students are able to participate in and benefit from a high quality education program.

6.6.1. Guidance and Counseling - School counselors work with individual students and groups of students through developmental, preventive and remedial approaches at least 75 percent of their time to meet academic, social, emotional, and career development needs as required in W. Va. Code §18-5-18b. This includes identifying and addressing the problems of potential school dropouts. Developmental guidance programs focus on career development and preparing students to function more effectively in school, at work, at home, and in the community.

6.6.2. School Health Services - School health services provide early identification of health problems and follow-up activities to facilitate and assure appropriate health/medical care as required in W. Va. Code §18-5-22. Emphasis is placed on preventive services and health education to reduce absenteeism and academic failure and promote lifelong health-enhancing behaviors.

6.6.3. Library/Media Services - Today's technological society requires access to media and use of such skills as retrieving, receiving, and using information. Each county board of education will determine the library media services to be made available within its budget.

6.6.4. School Psychological Services - School psychological services facilitate the interpersonal and academic development of all students and foster the social and emotional health of students. School psychologists assist teachers and other school personnel with assessment information, behavior intervention plans, safe schools information, test taking skills and reduction of test anxiety.

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6.6.5. Social Services and Attendance - W. Va. Code §18-8-3 requires compulsory school attendance to begin with the school year in which the sixth birthday is reached prior to September one of such year or upon enrolling in a publicly supported kindergarten program and to continue to the sixteenth birthday or for as long as the student continues to be enrolled in a school system after the sixteenth birthday. County boards of education must employ a full-time attendance director if the county has a net enrollment of more than four thousand pupils and at least a half-time director if net enrollment is less than four thousand.

6.6.6. Transportation Services - Each student who requires county board provided transportation shall have safe, efficient transportation to the extent necessary to assure the opportunity to participate in the county education program. (W. Va. Code §18-5-13)

6.6.7. Nutritional Services - W. Va. Code §18-5-37 requires county boards of education to provide a breakfast program. In addition to the breakfast program, school nutrition services provide balanced meals for all students who choose to participate in the program and help students develop sound nutritional habits. All schools must serve meals that are nutritionally adequate.

6.7. Co-curricular and Extracurricular Activities.

6.7.1. Implement, in an equitable manner, co-curricular and extracurricular programs, at the appropriate instructional levels, that contribute to the success of students.

6.7.2. Co-curricular activities may take place during the instructional day.

6.7.3. Extracurricular activities shall occur outside of the instructional day.

6.8. Student Assistance Teams - (In some instances, formerly called (SBAT) Student Based Assistance Teams) Establish in each public school a student assistance team that shall:

6.8.1. Consist of at least three (3) persons, including a school administrator, who shall serve as the chairperson, a current teacher(s), and other appropriate professional staff.

6.8.2. Review individual student needs when a student demonstrates poor academic performance and/or engages in disruptive behavior, and recommend appropriate instructional and/or behavioral intervention strategies within the regular education program or refer immediately for multi-disciplinary evaluation.

6.8.3. Invite parents to review recommendations made by the team in regard to their child's program and provide feedback to the team about those recommendations.

6.8.4. Review, no later than one grading period after implementation (or as otherwise specified), the effectiveness of the instructional and/or behavioral intervention strategies to determine the need for continuation, modification, and/or termination of educational interventions or the need to refer for multi-disciplinary evaluation.

6.8.5. Be trained in appropriate instructional and behavioral intervention strategies, and referral procedures.

6.8.6. Collect and maintain data on the activities of the team, including the dates of meetings, the members in attendance, the recommendations of the team, the dates of review meetings, and the results of the interventions.

§126-42-7. Program Delivery.

7.1. The county board of education shall establish policies and implement written procedures to provide high quality delivery of its education program. In meeting this responsibility the county board shall address the components of a high quality program listed below:

7.2. Administrative Practices

7.2.1. Ensure that all students ages 6-16 are attending public schools or are exempted from compulsory school attendance under provisions of W. Va. Code §18-8-1a.

7.2.2. Provide a rigorous and relevant curriculum based on the West Virginia Board of Education approved Instructional Goals and Objectives in the required basics to ensure that all students have an opportunity to:

- a. Perform at grade level at the completion of the fourth grade; and
- b. Attain the basic academic skills as measured by the West Virginia Board of Education adopted, eleventh grade achievement test by no later than the end of the eleventh grade.

7.2.3. Ensure that all schools are safe and that the environment is conducive to learning.

7.2.4. Organize school calendars and schedules to maximize academic learning time and provide reteaching through a variety of strategies which may include, but are not limited to, restructuring the school day, providing extra tutorial sessions, utilizing appropriate technology, extending the school day, and/or extending the school year.

7.2.5. Put procedures in place at the county and school level to ensure that test data are used to identify student learning needs and that those learning needs are appropriately addressed through reteaching and improving instruction.

7.2.6. Develop a Unified County Improvement Plan or an equivalent strategic plan based on information from the Unified School Improvement Plans.

7.2.7. Appoint and maintain a county steering committee that includes parents and representatives from business, labor, higher education, economic development, local school improvement councils (one member from each programmatic level, K-4, 5-8, 9-12), faculty senates (one teacher from each programmatic level, K-4, 5-8, 9-12), students (one from each programmatic level 5-8 and 9-12) and other organizational entities in the community.

a. The county steering committee will act as a partner with the county board in developing and implementing high quality preparation of youth for college, other post secondary education, and gainful employment;

b. This committee shall also provide advice and assistance to the State Jobs Through Education Employer Panel;

c. The membership or designated representatives may serve, to the extent appropriate on the community technical college district consortia committee as established in W. Va. Code §18B-3-3a;

d. The committee may also advise the county board of education in developing the Unified County Improvement Plan; and

e. The committee may also act as the Council on Productive and Safe Schools if it meets the stipulations for membership outlined in W. Va. Code §18-5-42.

7.2.8. Provide work-based learning experiences for each student at some time in grade 9, 10, 11 or 12 (Effective with students entering grade nine in the 1999-2000 school year). In order to qualify as a work-based learning experience within the meaning of this section, the experience must have the demonstrated ability to help students attain the process/workplace objectives as defined in Policy 2520. Counties with few employers must identify and utilize alternative strategies, such as simulated workplace situations, community service, and school-based enterprises to provide such opportunities. Each county board of education shall:

a. establish a procedure for coordinating work-based learning experiences;

b. establish criteria for selecting quality work-based learning experience and sites;

c. establish criteria and standards that students must meet to be eligible for work-based learning experience;

d. establish goals and objectives for the different types of work-based learning experiences;

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e. establish process and criteria for work-based experiences that merit the awarding of credit; and

f. provide staff development for coordinators, mentors, and supervisors of work-based learning experiences.

7.2.9. Ensure that each school has established and is implementing:

a. a process to maintain a safe climate conducive to learning that enhances the physical, social and emotional well being of students;

b. a process to ensure that parents are involved in the school and their child's education;

c. a process for flexible staff scheduling to ensure that maximum opportunity for re-teaching and remediation is available for students.

d. a process and procedures for providing professional development to ensure implementation of methodologies and best practices for strengthening the rigor, content, and relevance of the learning process;

e. instructional practices that are based on the best information from research and successful practices;

f. a "Code of Conduct" policy that addresses absences, tardiness, and misbehavior at the school and classroom levels and enhances student learning of responsible behavior;

g. a rigorous curriculum that is coordinated and sequenced so all teachers are aware of the instruction students receive prior to entering the grade level they teach and what the expectations are for students to be able to succeed at the next grade level;

h. a policy for student homework;

i. a policy for grading;

j. a system for monitoring and assessing pupil performance related to instructional goals and objectives of the school education program;

k. an adequate continuing record of student progress for student, parent, and teacher information;

l. a system to monitor dropout rates and, when appropriate, plans to reduce the student dropout rate;

m. accurate record keeping practices pertaining to withdrawals from education programs;

n. technology practices that facilitate student development in areas such as, but not limited to, computer skills, critical thinking and decision-making, application of academic knowledge in workplace programs, and making informed career decisions;

o. a School Technology Team to develop a comprehensive technology plan that includes instructional and academic goals and objectives as a component of the Unified School Improvement Plan. (See Policy 2470);

p. a technology infrastructure that has multiple applications in enabling students to achieve at higher academic levels;

q. a local school improvement council that facilitates improvement of educational quality by encouraging the involvement of the school community in the operation of the school and by utilizing the waiver process when appropriate;

r. a faculty senate that facilitates school improvement through practices outlined in W. Va. Code §18-5A-5;

s. a school curriculum team that establishes the programs and methods for implementing a curriculum based on state approved instructional goals and objectives and based on the needs of the individual school with a focus on reading, writing, mathematics, and technology;

t. a continuous system of program assessment, accreditation, and program improvement;

u. a system to decrease the number of students performing in the lowest quartile by 50 percent within four years; and

v. a Unified School Improvement Plan (or equivalent strategic plan) that is based on the identified needs of the students and is developed collaboratively by the local school improvement council, the principal, faculty senate, school technology team, and school curriculum team.

7.2.10. Require, prior to the beginning of each school year, that the principal and teachers at every school determine time allocations within the regular and alternative school calendars for specific instructional programs based on the needs of students.

7.2.11. Provide, at a minimum, an instructional day of: 315 minutes for kindergarten and grades 1 through 4, 330 minutes for grades 5 through 8, and 345 minutes for grades 9 through 12.

7.2.12. A county board of education that proposes to schedule class periods in a manner that results in fewer than 8100 minutes of instructional time allotted for a high school course credit must obtain a waiver from the State Board prior to implementing such a schedule.

7.3. Instructional Practices.

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7.3.1. Ensure that each teacher and each school implements a system for delivering classroom instruction and work-based learning experiences that increase student achievement. The system must align instructional practices, instructional materials, assessment and staff development. In implementing an effective aligned system of instruction, the teachers:

- a. set, maintain and communicate high expectations for all students;
- b. base the instructional program on county or state approved Instructional Goals and Objectives;
- c. assess student performance and appropriately plan instruction for students;
- d. develop and utilize written lesson plans;
- e. provide reteach and expanded learning opportunities based on student performance data;
- f. use effective instructional materials correlated with instructional goals and objectives; and,
- g. continually monitor student progress and adjust instruction.

7.3.2. Ensure that teachers use multiple strategies and methods to provide students the opportunity to master the instructional goals and objectives. Strategies that are effective and have been identified through research and/or practice include:

- a. encouraging parents/guardians to stimulate their children's intellectual development and academic achievement;
- b. grading, commenting upon and discussing homework assignments in a timely fashion;
- c. using direct teaching that includes systematic sequencing of lessons, a presentation of content and skills in small steps, feedback, guided practice with close teacher monitoring, reteaching as necessary, independent practice and homework, weekly and monthly reviews;
- d. guiding students to see relationships of past and present learning;
- e. tutoring of students by teachers, peers and qualified volunteers;
- f. increasing student participation through cooperative learning;
- g. employing a variety of instructional techniques and technology utilization to adapt lessons for the needs and interests of individual students and small groups;

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h. providing practice in effective work habits as part of instruction to assist students in realizing that it is their job to learn;

i. reviewing and reinforcing previously learned skills and, if necessary, reteaching skills before introducing new ones;

j. providing individual feedback to students on their work and progress;

k. providing reteaching and enrichment opportunities, including honors and advanced placement, for all students;

l. using instructional strategies, methods, and techniques that require the student to be actively engaged in the learning process;

m. linking classroom instruction to the student's future work and academic success;

n. using strategies that require students to apply academic knowledge in practical situations and problem solving;

o. using computers and other technologies to provide learning opportunities in all subjects for students individually and in groups;

p. providing structured opportunities for each student to participate in work-based activities. These activities are integrated with and an extension of the school-based programs of study, at some time in grade 9, 10, 11, or 12 (Effective with students entering grade nine in the 1999-2000 school year);

q. integrating and interrelating academic and technical content throughout the curriculum;

r. providing a variety of opportunities for cross-disciplinary learning to emphasize the importance of writing in all programs of study; and

s. planning and working together and exercising their professional judgement in the classrooms.

7.3.3. Implement a classroom management system that fosters an environment conducive to student success:

a. teachers create an atmosphere that is safe, secure, caring, and orderly;

b. teachers and administrators set high positive expectations for all students;

c. teachers establish and communicate class rules and school rules;

d. teachers engage students successfully in meaningful instructional activities;

e. teachers are prepared and initiate instruction as soon as students arrive in the room;

f. school administrators and teachers protect instructional time by allowing minimal interruptions of instruction and limiting out-of-class activities;

g. teachers exhibit professional behavior, as defined in the Teacher Code of Conduct, show consideration and respect for individual differences, and guard confidentiality of student information; and,

h. teachers teach, expect and acknowledge responsible behavior including students being prepared for class and having appropriate materials (books, paper and pencils) with them.

7.4. Personnel.

7.4.1. Provide necessary supervisory/administrative staff that meet the following criteria:

a. Certification

A. Employ professionally certified administrators.

B. Ensure that professional staff are working in the areas of endorsement specified on their certificates.

C. Ensure that principals have met the requirements of training through the principals' academy as identified in W. Va. Code §18A-3-2c.

b. Accountability

A. Ensure that the principal's primary responsibility is instructional management and support within the school. Such responsibilities shall include:

(a) developing flexible staff schedules to maximize opportunities to deliver instruction to groups of students or to individual students who may need additional assistance to master basic skills;

(b) scheduling time to work with staff, faculty senate, curriculum team and local school improvement council to plan, organize, implement, and evaluate the education programs;

(c) observing teacher and student performance in the classroom and providing feedback and recommendations for improvement;

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(d) analyzing and using performance data to improve student achievement;

(e) monitoring activities during the instructional day and extracurricular and co-curricular time;

(f) assisting teachers in developing individual plans for instructional improvement;

(g) reviewing instructional plans on a regular basis with teachers;

(h) coordinating professional development activities identified in cooperation with the building staff, faculty senate, curriculum team, technology team and local school improvement council;

(i) involving the community, including local school improvement council, business partner, parents, teachers and other appropriate entities, in planning and reviewing the education program and providing leadership for the local school improvement council to develop and implement a Unified School Improvement Plan;

(j) distributing time and resources on the basis of the Unified School Improvement Plan; (Effective July 1, 1998)

(k) engaging educational and community leaders in a dialogue about the hopes, aspirations, vision, and future directions of local education;

(l) keeping parents informed about the education program through newsletters, parent-citizen groups, and reports on student achievement;

(m) encouraging meaningful parental involvement in student education;

(n) establishing school technology team and developing a technology plan; and

(o) coordinating jobs through education activities and other professional development activities as identified in cooperation with the county board of education, the county steering committee and the building staff.

c. Provide professional development opportunities through a variety of means such as the principals' academy, institutes, workshops, conferences, teacher and business exchange programs, and school site visitations.

7.4.2. Instructional Staffing

a. Certification

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A. Employ professionally certified teachers to implement each program of study.

B. In Alternative Education Programs, as outlined in Policy 2418, provide for the participation of staff certified in the core subject areas in the development of the academic curriculum and the assessment measures to determine mastery of instructional goals and objectives.

C. Ensure that professional staff are working in the areas of endorsement specified on their certificates.

D. Ensure that professional staff are provided continuous professional development to increase their ability to deliver a high quality education program.

b. Accountability

A. Ensure that teachers and library/media professionals are provided a duty free planning period that is the length of the usual class period and is not less than thirty minutes.

B. Ensure that teachers implement their responsibilities within programs of study.

C. Ensure that teachers have a general knowledge of the instructional goals and objectives for all levels of their program of studies (K-12) to promote program articulation.

D. Ensure that teachers are able to help students attain the process/workplace objectives related to their program of study.

E. Ensure flexibility in the scheduling of teachers, when appropriate, to maximize learning opportunities.

F. Ensure that professional development opportunities are provided through a variety of means such as institutes, workshops, conferences, teacher and business exchange programs, and school site visitations.

G. Ensure that teachers understand how to integrate technology into the learning process.

7.4.3. Support Staffing

a. Employ aides to enhance the instructional environment and provide time to ensure educational quality in the classroom.

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A. Aides assist teachers with non-instructional duties and in instructional related activities in appropriate programs. Duties may include, but are not limited to: a) clerical and technical assistance; b) in-class assistance; c) tutorial services; d) distribution of instructional materials e) supervision of students in the instructional environment and during specific assigned duties (W. Va. Code §18A-5-8); e) assistance with technology utilization; and, f) in some cases, performance of basic or specialized health care procedures.

B. Kindergarten teachers have one aide if the class enrollment exceeds 10 students.

C. Aides are available for students with disabilities as needed to implement the Individualized Education Program and as set forth in the Regulations for the Education of Exceptional Students (Policy 2419). Effective July 1, 2001, the assignment of service personnel will be based upon students' needs for supports, either individually or collectively, as described in their IEP's.

D. Aides assigned to a school are scheduled by the principal.

b. Use community resources, when appropriate, in innovative ways on a volunteer, part-time, or contractual basis in order to complement, support, or extend the instructional program including the provision of work-based learning opportunities.

7.4.4. Personnel Development

a. Staff Evaluation - Implement an evaluation system based on Policies 5300, 5310, and 5314.

b. Staff Development - Implement a comprehensive system of staff development that includes the implementation of Policy 5500 and the Jobs Through Education Act (S.B. 300 1996 RS) as an integral part.

7.5. Facilities.

7.5.1 Ensure that facilities meet the standards set forth in Policy 6200.

7.6. Instructional Materials, Supplies, and Equipment.

7.6.1. Ensure that the instructional materials used as the primary resource for instruction in required programs of study are on the most recent list of state adopted instructional materials or have been exempted by the West Virginia Board of Education through an approved waiver.

7.6.2. Establish procedures to select instructional materials and supplemental resources that correlate with the instructional goals and objectives for each program of study.

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7.6.3. Ensure that appropriate instructional materials and equipment are available for the full instructional term, in good operating condition, and are sufficient for the size of the group to be served.

7.6.4. Ensure that a copy of the appropriate instructional goals and objectives is provided each teacher and ensure that the public has been provided information about and access to materials for review upon request. (Effective Spring 1997)

7.6.5. To the extent practicable, and as funds and other resources are available, provide access to instructional technologies outside the normal school day for use by students (including those in adult education), teachers, parents and citizens.

§126-42-8. Program Accountability.

8.1 The county board of education shall establish policies and implement written procedures for assuring the public, the West Virginia Board of Education, and the legislature that a thorough and efficient system of education is being delivered to all students. Those policies and procedures shall address the assessment of students and the use of data to provide assistance to students and the use of student assessment data to develop plans that will improve the education program for individual students, individual schools, specific programs of study, and the county education program. In meeting the requirements of this regulation, the county board shall address the following components:

8.2. Student Assessment and Assistance.

8.2.1. The county board of education shall ensure that a school assessment program is in place that produces data that are used to improve instruction of students. The assessment program shall consist of both standardized and non-standardized forms of assessment. All students in the school will participate in the state assessment program as defined in Policy 2340. An Individualized Education Program (IEP) or a Section 504 Plan specifies how a student with disabilities will participate in the statewide assessment program. Assessments given in grades K-2 will not be used as a basis for accreditation or other high stakes purposes. Selected schools will participate in the National Assessment of Education Progress testing program (NAEP). The school assessment program includes non-standard assessment processes and procedures such as portfolios, observation data, performance and achievement checklists, teacher-made tests, and other assessments that are at the direction of and for use by the classroom teacher.

8.2.2. Each county, school, and teacher has a system for analyzing, interpreting, and using student performance data prior to the beginning of the school year. The data are to be used to identify and assist students in school year 1997-98 and thereafter who are not at grade level in their achievement of state approved instructional goals and objectives and local goals and objectives.

8.2.3. Students shall receive credit for courses based on tested mastery or demonstrated mastery of the instructional goals and objectives associated with successful completion of a course for which at least 8100 minutes of instructional time per

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unit of credit (or at least 4050 minutes per ½ unit) have been scheduled. Each county board of education shall adopt and implement a policy governing tested mastery which addresses at least the following issues:

- a. The option to demonstrate mastery through a test is available only for high school credit.
- b. The intent of the "testing out" option is to give students time to pursue higher level studies if they have already mastered prerequisite knowledge and skills.
- c. A testing "window" shall be established as part of the test management system.
- d. Criteria shall be established to determine if a student qualifies to take a particular test. Criteria shall include the student's past performance in courses in that discipline.
- e. Each test is developed by educators who are appropriately credentialed.
- f. The test reflects the totality of the state and local instructional goals and objectives for the course credit to be awarded.
- g. The test provides students an appropriate opportunity to demonstrate mastery of the entire course through a variety of types of questions, a range of levels of questions, and performance-based methods appropriate to the discipline.
- h. Procedures for handling, scoring and storing of tests shall be conducted in a manner consistent with procedures outlined in the Testing Code of Ethics/Security Agreement that has been distributed to all county test coordinators and superintendents.

8.2.4. Students who demonstrate mastery of instructional goals must be provided opportunities to progress to the next level of instruction. (Effective Fall 1998)

8.2.5. A diploma is provided to every student who has completed the standard graduation requirements. A student with disabilities who has been determined by an Individualized Education Program (IEP) Team to be unable to meet state and county standard graduation requirements may receive a modified diploma. (See Section 5.20 and Policy 2419)

8.2.6. A Certificate of Proficiency containing specific information regarding the graduate's skills, competence, and readiness for employment and further education, is provided to every high school graduate. The following information is to be recorded on the certificate of proficiency given to every graduate:

- a. Standardized test results in the basic skills areas of reading, math, and language, including both total scores and subtest scores;

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- b. Courses taken in grades 9-12 with grades and credits received;
- c. Computer instruction received;
- d. GPA (grade point average) for grades 9-12;
- e. Class rank out of total graduating class;
- f. Attendance per year for grades 9-12;
- g. Co-curricular and extracurricular activities;
- h. Grade scale including letter/numerical equivalent, use of weighted grades;
- i. Special competencies;
- j. Technical training; and
- k. Successful completion of a career major.

8.2.7. A county warranty seal, stamp, or other appropriate symbol is awarded to every student who has achieved a proficiency levels of the 50th percentile at grade eleven on the West Virginia Board of Education approved standardized achievement tests in the areas of reading, mathematics, and language. This warranty indicates basic skills competencies for an entry level position in the workplace. If an employer determines a high school graduate who has received the warranty does not perform at the stated level of proficiency, that graduate may return to the graduating school system to receive additional schooling in the area(s) lacking proficiency. The warranty is in effect for five years after a student's graduation. The student may graduate without the warranty. (Effective Spring 1997)

8.2.8. Any student performing below the 50th percentile in the areas of reading, mathematics, and/or language at grade eight or above is placed in a skill improvement program. In addition, parents are advised that their child will be placed into

a skills improvement program that addresses the deficiency(ies) and the parent must be invited to be involved in the placement conference. If the program is delivered as a class, the class is not to be substituted for a student's required course for graduation but may be used for elective credit. After involvement in the skills improvement program, students who perform at the appropriate level will qualify to receive the warranty. (Effective Spring 1997)

8.2.9. Every student who scores at or above the 70th percentile at grade eleven in reading, mathematics, and language on the West Virginia Board of Education approved standardized achievement test is awarded a warranty for post secondary education. This warranty indicates basic skill competencies for advanced workplace positions and entry into post secondary education. If an employer or institution of post secondary education determines that a high school graduate who has received this warranty does not perform at the stated level of proficiency, that graduate may return to the graduating school system to receive additional schooling in the area(s) lacking proficiency. The warranty is in effect for five years after a student's graduation. (Effective Spring 1997)

8.2.10. An Individualized Student Transition Plan covering grades nine through twelve and the first year beyond graduation from high school is developed for every student in consultation with her/his parents and school advisor.

a. Plan Development and Initial Implementation (Effective for entering eighth graders in the 1998-99 school year).

A. During the eighth grade year, each student's plan is developed for grades nine and ten. The plan is based upon previous career awareness, exploration activities, and a review of the student's ACT Explore results.

B. Each student, in consultation with her or his parents and school advisor, selects a broad career cluster for exploration in grades nine and ten and develops the plan based upon the choice of a career cluster. The student may amend his/her plan at the end of any semester.

C. The parent(s) and student each sign and receive a copy of the plan.

D. The plan for an eligible gifted student is developed during the eighth grade year by an IEP Team and includes the honors and advanced placement classes that must be provided for the student in grades nine through twelve.

b. Selection and Implementation of Career Majors (for entering tenth graders beginning in the 2000-2001 school year)

A. During the tenth grade year, each student shall develop, in consultation with her or his parent(s) and school advisor, the second phase of the plan and shall select a career major for the final years of high school and the first year after high school that will prepare the student for college, other post secondary education, and gainful employment. The plan may be amended and/or the career major changed at the end of any semester.

B. The following rules allow students, whether they are preparing for college, other postsecondary education or work, to take a higher level or more rigorous course, advanced placement course, or college course in place of a required career major course or recommended elective course as set forth in the applicable high school programs of study document, as evidenced by parental and school signatures on the student's five-year transition plan.

These rules do not apply to 16 of the required academic units for English Language Arts, Mathematics, Science, Social Studies, Physical Education/Wellness, Health and the Arts specified in Chart IV of this policy as the minimum state requirements for graduation.

(a) A student, in consultation with his or her parents, may request to take a higher level or more rigorous course, advanced placement course, or college course in lieu of a required career major or recommended elective course as specified in the high school programs of studies document. Such requests should be approved by the county superintendent (or designee) and principal. The decision as to whether the substitute course will count as credit for the specified major or recommended elective requirement must be based on its applicability to the student's 5-year transition plan and post high school goals.

(b) The student and his or her parents must be advised of the decision of the superintendent (or designee) and the impact of the substitute course on the student's preparation for college, other postsecondary education or employment in the student's major field of study. Furthermore, the student's Certificate of Proficiency must not indicate that the student completed a career major unless the course is judged to be related and relevant to the career major.

(c) A notation must be made on the student's five-year transition plan indicating that this process was followed and that the parents and student clearly understand the impact of the course substitution.

(d) Definitions of terms used in this section are as follows:

(A) Higher Level Course - A course in the same content area, but at a higher sequential level "(e.g., Trigonometry in lieu of Geometry)."

(B) More Rigorous Course - A course within the same content area in which the rigor and expectations are higher than the course for which the substitution is being made (e.g., Advanced Chemistry in lieu of Chemistry-Technical Conceptual).

(C) Advanced Placement - An academic learning experience characterized by content and performance expectations beyond those normally available for the age/grade level of the student (e.g., College Board Advanced Placement, advanced satellite or Internet courses).

(D) College Course - Any course for which college credit is awarded (e.g., dual credit, regular college course).

C. The parent(s) and student each sign and receive a copy of the plan.

(a) Other Plan Components May Include

(A) Co-curricular Activities

(B) Extracurricular activities

(b) Assessment of Plan - Each graduate will be provided an assessment form, and will be requested to complete and return the form at the end of the first year following graduation to the high school from which she/he graduated. (Effective 2003-2004)

8.3. Program Improvement.

8.3.1. Each county shall establish a Unified County Improvement Plan that must contain at least the following:

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a. (1) performance assessment and an agreed upon vision/mission/goals statement(s), 2) designated improvement objectives and activities, 3) available funds, 4) resources available to the county board, 5) a system for monitoring the implementation and effectiveness of activities, 6) an evaluation process, and 7) a budget.

b. Procedures for gathering and processing specific performance data regarding student achievement, attendance and dropout.

c. Procedures for reviewing the programs of study on a regular basis to determine the need for program improvement. That review must include information about student achievement within the program(s) of study and information about the performance of students who have graduated.

d. Procedures for evaluating the methods, techniques, technology and materials used to deliver the programs of study.

e. A mechanism to ensure that staff development and informational services are available for teachers and others who are responsible for developing and delivering the programs of study.

8.3.2. Each county shall establish and involve a county steering committee as defined in Section 7.2.7. to assist in the evaluation and improvement of county education programs and support services.

8.4. School Improvement.

8.4.1. Every school must have a Unified School Improvement Plan designed to improve the academic achievement of the students in the school that adheres to the following criteria:

a. Prepared by the local school improvement council (LSIC) under the leadership of the school principal and in cooperation with the faculty senate, school technology team and school curriculum team.

b. Based upon: 1) performance assessment and an agreed upon vision/mission/goals statement(s), 2) designated improvement objectives and activities, 3) available funds, 4) all resources available to the school, 5) a system for monitoring the implementation and effectiveness of activities, 6) an evaluation process, and 7) a budget.

c. Be predicated on the establishment of high expectations for performance of all students in the school.

d. Be presented to the county board of education as part of the annual meeting between the LSIC and the county board of education.

8.5. Education Information System.

8.5.1. Every county and school shall participate in the West Virginia Education Information System (WVEIS).

§126-42-9. Alternative Delivery Systems.

9.1. The county board of education shall establish policies and implement written procedures when providing for alternative delivery of education and service programs for students and community members. In addition, these policies and procedures should address community linkages and partnerships to foster student achievement.

9.2. Administrative Practices.

9.2.1. Ensure that a thorough and efficient education is available to all students in either a regular or alternative program.

9.2.2. Provide a rigorous and relevant curriculum based on academic requirements.

9.3. Program Delivery.

9.3.1. Extended Student Learning - Extended student learning may be offered based on student needs and as funds and other resources become available.

a. Extended student learning may include but is not limited to: extended day or year; mini-courses; summer school or an alternative calendar that allows for year-round schooling; and work-based learning that may take place outside of the regular school calendar. (See, e.g., Policy 3234 that provides for year-round schooling).

b. Extended student learning may be provided by the school system, community agencies, institutions of higher education, businesses or other entities under agreements authorized by the county board or West Virginia Board of Education. These agreements may include payment specifications for those parties using the facilities.

c. Students may elect to participate in extended learning opportunities and may receive elective credit when approved by a committee appointed by the county board or West Virginia Board of Education.

9.3.2 Summer School - All summer school programs shall be submitted to the West Virginia Board of Education, Office of Accreditation, for approval. Schools may award credits earned from approved summer schools provided the instructional program is equivalent to that required in the regular school term.

9.3.3. Community Education.

a. County Boards of Education should maximize opportunities to provide adult basic education or adult enrichment opportunities; and

b. Opportunities to provide continuing education and staff development for local businesses should be maximized. This includes training on appropriate placement and supervision of students receiving work-based learning experiences.

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9.3.4. Home/Hospital Instruction.

a. Students who, due to injury or for any other reason as certified by a licensed physician, are homebound for a period of two weeks or more shall receive home/hospital instruction.

A. Eligibility Criteria - Documentation that a student meets one of the following criteria:

(a) Has an injury, communicable illness, or health condition that prevents her or him from attending school for a time that will interfere with the student's ability to master necessary skills and that is diagnosed and confirmed by a licensed physician; or

(b) Has an injury or health problem/condition that requires her or him to be homebound or hospitalized for a period that has lasted or will last more than two weeks as diagnosed and confirmed by a licensed physician.

b. Special Considerations for Eligibility

A. A licensed physician must provide a written statement to the county school district that the student must remain at home or in the hospital for a period of two weeks or more. The written statement must include:

(a) The specific reasons why the student must remain at home or in the hospital; and

(b) The criteria or conditions under which the student can return to school, and the expected date of such return.

B. Students placed on extended home instruction shall submit a physician's statement of need for continued home instruction when the term of home instruction reaches six months in length.

C. The county board may require that the parents obtain a second physician's opinion at the expense of the county board.

c. Instruction

A. Home/hospital instruction, provided for those regular education students who are unable to attend school for a period of time, is an extension of the regular school programs of study.

B. Home/hospital instruction, provided for an exceptional student who is unable to attend school temporarily because of an injury, illness, or health condition, is an extension of the Individualized Education Program (IEP) and the regular school programs of study in which that student participated.

C. Home/hospital teachers are responsible for providing instruction on instructional goals determined by the student's classroom teacher(s) and therefore, must be in regular contact with the classroom teacher(s).

d. Schedule

A. Home/hospital instruction may be provided at any time. Instruction is to start as soon as possible following determination of the students eligibility for instruction.

B. The instructional schedule per week must be based upon the student's physical ability to attend/participate as specified by the physician who confirmed/diagnosed the injury or health problem/condition.

C. The time that instruction will be provided in the home is established by the teacher, the parent(s), and when appropriate, county school district administrator.

D. Home instruction is provided at a time when a responsible adult is in the home.

E. The student's school shall provide the home instruction teacher the opportunity to meet with the student's teacher(s) and shall provide the county adopted instructional materials, teacher's editions, materials, equipment and supplies the student requires to complete the student's programs of study.

F. The student's teacher(s) shall provide the home instruction teacher with copies of daily lesson plans, including homework assignments, when requested.

9.3.5. Alternative Settings for Disruptive Students.

a. Students whose disruptive behavior places them at risk of not succeeding in the traditional school structure may be eligible for placement in an alternative education program as authorized by Policy 2418.

9.3.6. Schools as Service Centers.

a. School facilities should be made available for service delivery to community members. These services may include, but are not limited to, school-based health centers, and day care centers.

b. Service centers may be operated by the school system or the services may be provided by external agencies such as a primary care center or the Department of Health and Human Services.

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9.3.7. Teacher Assignments.

a. In order to effectively provide for optional delivery systems, consideration should be given to flexible scheduling of educational personnel within the daily and/or yearly schedule.

9.4. Accountability.

9.4.1. All programs for elementary and secondary schools must meet the standards and safeguards set forth in West Virginia Board of Education policies related to curriculum, instruction, and student support services.

9.4.2. Letters of agreement and/or contracts shall be used with external agencies, businesses, and individuals to clarify responsibilities in areas such as: student supervision, public access to school facilities, finance and program accountability.

pol 2510.db
May 11, 2000

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT Policy 2510: Assuring the Quality of Education: Regulations for Education Programs FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

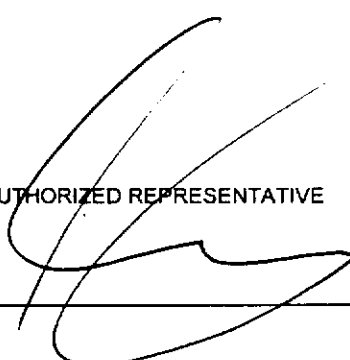
EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$	\$	\$	\$	\$
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$	\$	\$	\$	\$
2. ESTIMATED TOTAL REVENUES	\$	\$	\$	\$	\$

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

NO COST.

DATE
January 24, 2000

AGENCY
West Virginia Department of Education

AUTHORIZED REPRESENTATIVE


POLICY 2510: Assuring the Quality of Education: Regulations for Education Programs

COMMENT LOG

November 4, 2000 - January 7, 2000

ACTION TYPE
 N: No Response - Negative (opposes proposed change)
 N/A: Not Accepted + Positive (supports proposed change)
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/Type	Rationale
Section 5.18. Definition of a Course				
December 2, 1999	Ronald Stewart Principal Roane County High School	If we are going to maintain 8100 minutes per course, how are we going to extend the school day? Does the Advisor-Advisee Program and Remediation become part of the 8100 minutes?		
December 3, 1999	Wilma Zigmond Director of Secondary Curr. Logan County Schools	Good!		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	Positive change.		
December 9, 1999	Carol McClougherty STW Coordinator Mercer County Schools	Giving examples seem unnecessary for reteaching. Would the examples be giving preapproval for extending school year, for example?		
January 3, 2000	Office of Special Education Staff	Change the word <i>shall</i> to <i>will</i> .		
January 3, 2000	Karen Larry Administrative Assistant to the State Superintendent	This section says, "The time for mastery may vary" which was the linchpin of our Policy 2510 reform in 1996. What follows as proposed changes in this policy does not support "time for mastery may vary" or the oft repeated phrase, "Time is the variable not the constant." Does our leadership believe this philosophy or not?		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 4, 2000	James B. Strong Supervisor of Adolescent Ed. Mercer County Schools	<p>If the time for mastery may vary, why are we reinstating the 8100 minutes?</p> <p>Course - An area of study defined by approved instructional goals and objectives. The time for mastery may vary but minimum of 7500 minutes of instructional time must address the goals and objectives. Schools will provide reteaching through a variety of strategies which may include, but are not limited to, restructuring the school day, providing extra tutorial sessions and utilizing appropriate technology.</p> <p>The two areas of extending the school day and extending the school year needs to be researched as to not violate the contracts of teachers, bus drivers and other staff. The issue of extending time has always been associated with the making up of time missed.</p>		
January 5, 2000	Delores Ranson Assistant Superintendent Jackson County Schools	<p>If the proposed 2510 is approved as written the words "The time required for mastery may vary," should be removed as the time is mandated for high school courses. Extending the school day is almost impossible when students ride buses for an hour or more. Extending the school year is impossible without additional funds.</p>		
Section 5.46. Unified County Improvement Plan				
December 3, 1999	Wilma Zigmond Director of Secondary Curr. Logan County Schools	Good!		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	If it can replace multiple plans, it will save paper work. Why can't it replace multiple plans? Negative change as I understand it.		
December 9, 1999	Carol McClaugherty STW Coordinator Mercer County Schools	Are we only interested in grades and scores? A "strong education program" is much more indicative of our mission, which is to prepare students for life.		
January 4, 2000	James B. Strong Supervisor of Adolescent Ed. Mercer County Schools	The recommended change does not address the education of the "Total Child." It appears that test scores and grades (student achievement) are now the main focus. Improvement in a child can be measured beyond scores and grades.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 7, 2000	Tom Deadrick Administrative Assistant Marion County Schools	UCIPs should be a multi-year plan (perhaps 5) that allow strategic planning and the proper time line for implementation and budgeting.		
Section 5.47. Unified School Improvement Plan				
November 16, 1999	Sarah Brown Director of Curriculum Summers County	After all the work many of us have done to unify all of our plans, it is ridiculous to now take out this unifying factor. We do not need multiple plans. With just a little more time and effort one plan can do the job.		
December 2, 1999	Ronald Stewart Principal Roane County High School	I believe the Unified Plan is developed backwards. We should be working on the 2000-2001 plan during 1999-2000 school year, so we can have it ready for the next school year.		
December 3, 1999	Wilma Zigmond Director of Secondary Curr. Logan County Schools	I like the combined plan from High Schools That Work, USIP and North Central.		
December 3, 1999	Gary Cross Principal Ravenswood Grade School	A consolidation of the Title I, Curriculum Plan, Special Education Inclusive Model, Technology Plan, Career Development Plan, Parent Involvement Plan, and Safe Schools Plan should be developed into one plan. Separate plans are confusing to staff.		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	If it can replace multiple plans it will save paper work. Why can't it replace multiple plans? Negative change as I understand it.		
December 7, 1999	Irene Murphy, Director of Elementary & Middle Schools Jackson County Schools	It would be wonderful if all plans could somehow be combined into one. Many of the plans have the same components.		
December 9, 1999	Carol McClaugherty STW Coordinator Mercer County Schools	There needs to be definition of what initiatives are to be included. Example, High Schools That Work Site Action Plan.		
December 9, 1999	Gail Hill STW Facilitator PO Box 38, Leona, WV 25971	USIP Plan should encompass all initiative and replace multiple plans - why strike this?		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
December 10, 1999	Cora Jones Principal Kenna Elementary	We write at least three plans for each school year, it would be a great help if some of these could be combined. Much of the information asked for is the same.		
January 4, 2000	James B. Strong Supervisor of Adolescent Ed. Mercer County Schools	Add the sentence - This plan should encompass all educational initiatives that are being offered in the school.		
January 5, 2000	Delores Ranson Assistant Superintendent Jackson County Schools	It would be great to state in this section that "this plan SHALL replace the multiple plans currently required for various programs." Note: Principals and teachers are saying that they are overwhelmed with paperwork ... and they are. We MUST find a way to reduce the amount of paper work. One way would be to incorporate all plans into one ... due at one time during the school year.		
January 5, 2000	Policy 2510 Focus Group: Kay Carpenter, Webster Co. Tom Deadrick, Marion Co. Sandy DeVault, Monongalia Co. George Krellis, Ohio Co. Ed Larry, Barbour Co. Louis Nardelli, Harrison Co. Leo Pilewski, Harrison Co. Deanna Weaver, Taylor Co. Doris Weekley, Roane Co. Helen Whitehair, Upshur Co.	<ul style="list-style-type: none"> • Replace UCIP with a five-year strategic plan (HSTW five-year school plans) — with yearly updates. <ul style="list-style-type: none"> → would help to anticipate budgetary needs → provide training on strategic planning • Addressing improvement of student achievement is not a short-term plan. Plans should be long-term. • Title I is leading process, instead of "general education" leading process and Title I fitting in and providing support. 		
January 7, 2000	Tom Deadrick Administrative Assistant Marion County Schools	USIPs should be a multi-year plan (perhaps 5) that allow strategic planning and the proper time line for implementation and budgeting.		
Section 5.48. Definition of a Unit of Credit				
November 16, 1999	Sarah Brown Director of Curriculum Summers County	Requiring 8100 minutes for a unit of credit may destroy our block scheduling.		
November 17, 1999	Charles Heinlein Principal St. Mary's High School	Credit shall also be granted for documented mastery of a high school course requirement by a student prior to grade nine and for completion of college credit if permitted by county policy.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
November 23, 1999	Dr. Deborah Akers Superintendent Mercer County Schools	I would strongly encourage the time allotment for credit be reduced. With the present requirement for faculty senate days, counties cannot meet this requirement. Although faculty senate time is defined as instructional time, it is ridiculous for us to try to tell the public that this time is instructional time when students aren't even in attendance. Naming an apple an orange doesn't make it true. This time allotment also does not allow for advisee time, school assemblies or any of the other activities that make our schools appealing and relevant to students. This issue needs to be rethought.		
November 29, 1999	Dr. Bonnie Ritz Director of Student Services Ohio County Schools	Given attention to Prisoners of Time with a concerted effort to require mastery rather than seat time, it appears the 'minutes' requirement is a step backward.		
December 2, 1999	Ronald Stewart Principal Roane County High School	By requiring a unit of credit to consist of 8100 minutes will only elongate the school day. This will create extra cost and undue hardship on the school system.		
December 3, 1999	Wilma Zigmund Director of Second. Curr. Logan County Schools	Mastery should not be equated with seat time. "Time allotted" is acceptable if it is understood that it is necessary to have some things within the school. This means that the class may not exactly meet <u>8100 minutes</u> . This would have to be monitored and not abused.		
December 3, 1999	Gary Cross Principal Ravenswood Grade School	The definition of a unit of credit using 8100 minutes should be changed. Too restrictive. A unit of credit should be based on Mastery. If a student can master the content of a subject in 6400 minutes, they should be allowed to do that and take additional classes. On the other hand, if a child needs 8100 minutes or 8200 minutes they should be able to take that class as long as it takes for Mastery.		
December 6, 1999	Glen Karlen Superintendent Randolph County Schools	I would recommend 7200-7500 minutes and 3800 as the minimum amount of time. We need some flexibility in our schedules. Do not make us Prisoners of Time again. Don't penalize all for what one county did.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	Time is <u>still</u> a variable. What is no longer a variable is what defines a unit of credit. I can still test out or graduate early if I take the courses in an altered sequence or in the summer, or give up electives. Positive change.		
December 9, 1999	Carol McClaugherty STW Coordinator Mercer County Schools	Is 8100 minutes "instructional time?" "Allotted" is a broad word. If a number of minutes are required, 7500 minutes is much more realistic, if we adhere to a strict definition of "instructional time."		
December 9, 1999	Gail Hill STW Facilitator PO Box 38, Leona, WV 25971	Is 8100 minutes the least number? Is this a minimum?		
December 10, 1999	John Flowers Principal Cabell Midland High School	With modified/block schedules becoming common across the state, mandating 8100 minutes of "seat time" removes much flexibility in scheduling. Many schools within the "Block" have gone to eight credits. With the eight hour teachers' day and transportation schedules, 8100 minutes will make schedules very tight and remove flexibility to provide innovative courses for students.		
December 16, 1999	Helen Whitehair Assistant Superintendent Upshur County Schools	8100 minutes will severely limit what schools can offer to students. This policy is almost a reverse of Senate Bill 300.		
December 16, 1999	Terry Glover Coordinator Wetzel County Schools	Instituting the 8100 minutes takes a step backward with mastery of course content and systemic change in education. It would affect an advisor/advisee session that schools are utilizing for "Introduction to Clusters" and "Introduction to Majors." Alternative education programs would also be affected, i.e., after school programs.		
December 16, 1999	William Smith Assistant Superintendent Cabell County Schools	In regard to the unit of credit, the establishment of 8100 minutes of scheduled instructional time is again specified. When will this provision be implemented? Our evening alternative program at Huntington High School is using a modified schedule of less than 8100 minutes. This is a self-selected group of students and not an expulsion or disruptive student program. The class size ranges from seven to 12 students. I am concerned about the second semester schedule in that staff is in place and schedules for students have been established.		

Date	Individual/Organization	COMMENTS	Action/Type	Rationale
	William Smith (continued)	We can correct the time problem for next school year, but it will be very difficult to make the necessary changes for the spring semester. Will the date of implementation be upon passing or next school year?		
December 20, 1999	Mount Hope High School Principal	Time allocations should be 7200 minutes per credit.		
December 21, 1999	Polla Rumberg Counselor Beckley-Stratton JHS	8100 should be reduced to no more than 7600 minutes given the inescapable interruptions from class time due to Faculty Senate, snow days, field trips, incentives and assemblies.		
December 22, 1999	Michael Earl McCartney Calhoun County High School	I find the recommended 8100 minute requirement to be too restrictive. This would allow no latitude or flexibility in the work schedule and makes no provisions for emergencies, enrichment activities and administrative needs. I have no problem with a "number," just the restrictive amount of 8100 minutes as the number.		
January 3, 2000	Ronald Dellinger Executive Director RESA VII	(1) <u>Philosophy</u> : The return of the 8100 minute time requirement appears to be the antitheses of the flexibility granted in Policy 2510 just a few years ago. Invariably, the "co-requirement" of minimum seat time will diminish the focus upon mastery of objectives. (2) <u>Logistics</u> : The return to 8100 minute credits will inhibit flexibility and creativity in scheduling, especially for special interest classes, before, after, and within the school day. Additionally, career centers that are currently offering equal credits compared to home high schools will no longer be able to do so if lengthy travel time is involved. Giving time credit for bus ride time is just silly from an educational standpoint. (3) <u>Internal Consistency</u> : WV Policy 2510 Sections 5.28 and 7.2.11 states that the minimum instructional day is 345 minutes for grades 9-12. The 8100 minute rule effectively changes that minimum to 360 minutes for any high school on a 4x4-block semester schedule or an eight-period day [It takes all 90 days at		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
	Ronald Dellinger (continued)	<p>90 minutes (or 180x45) to make the 8100 minutes. Four 90-minute classes or eight 45-minute classes would equal a 360 minute instructional day.] This may not be inherently bad, but it does create a situation in which six and seven-period schools have a shorter minimum instructional day than 4x4-block and 8-period schools.</p> <p>(4) <u>External Consistency</u>: The North Central Accreditation process suggests that 7200 minutes meets standards for minimum class times.</p> <p>(5) <u>Staff Development</u>: Effectively eliminates the flexibility of Faculty Senate time beyond the minimum two hours per month for 4x4 block and 8-period high schools since it takes all 90 days at 90 minutes (or 180x45) to make the 8100 minutes. Of course these schools could lengthen blocks above 90 minutes (or eight periods above 45 minutes), but this would increase the problem discussed in #3 above.</p> <p>(6) <u>Accreditation</u>: Policies in 2510 are almost certainly revisited as standards in Policy 2320. The prospect of an "armed with the standards" reviewer checking off 8103 minutes as meeting standards and 8097 minutes as an accreditation finding is simply a bit unsettling.</p> <p>SUGGESTION: If a minimum class time is necessary, consider 7200 or 7500 minutes. This will prevent under scheduled classes while addressing concerns 1-6 above.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 3, 2000	36 Faculty Senate Members from Shady Spring HS Shady Spring, WV 25918	<p>We vehemently oppose the proposed change to a minimum of 8100 minutes. We believe this severely limits an individual school's ability to establish the most appropriate schedule for its students. At a time when the Legislature and the WV Board of Education emphasize the importance of site-based management, increasing the number of minutes per class to at least 8100 would prevent each school from having the flexibility it needs to better serve its students. Educators on the state level should push for increasing the quality of instruction, not the quantity of time in the classroom.</p> <p>Additionally, having each county board of education determine the level of mastery for each course does not seem feasible because the mastery levels likely would vary from county to county. Therefore, statewide mastery levels would have to be established to ensure quality and continuity throughout the state. Thus, once again site-based management would be eroded. Furthermore, without site-based management, how does the state propose each school fulfill requirements regarding work-based learning, HSTW, and course needs for Majors and Clusters? At the same time, how does the state propose to fund an extended school year, extended school days, extra tutorial, and restructuring the school calendar (Section 7.2.4)?</p> <p>We consider the proposed changes constitute a step backward. WV educators are being asked to do more with less input and less funding. WV students are losing the opportunity to obtain a well-rounded education, which includes academics, social development, and the influence of the arts. We as a Faculty Senate adamantly oppose these proposed changes to Policy 2510.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 3, 2000	Karen Larry Administrative Assistant to the State Superintendent	<p>This new definition returns 8100 minutes of allocated seat time to the high school credit. Knowing the origin of the unit of credit had no true academic basis in 1909 when the Carnegie Unit was established, I was most pleased to see the 1996 elimination of prescribed time limits. West Virginia was thoughtful in saying in 1996, "Time is the variable not the constant." What compelling academic reason now requires the return of the 8100 minutes? Demonstration of mastery is still a valid means of determining credit. If we feel the need to return regulatory time parameters, I would suggest the North Central Accreditation's 7200 minutes. This minimum would still allow high schools to continue providing such offerings as Advisor/Advisee programs and skills remediation during the instructional day. Requiring 8100 minutes of instructional time would eliminate these positive additions to the high school schedule for many of West Virginia's high schools.</p>		
January 4, 2000	James B. Strong Supervisor of Adolescent Ed. Mercer County Schools	<p>Recognition given to a student for the successful demonstration of mastery of the instructional objectives at a level established for an approved or elective high school level course for which a minimum of 7500 minutes of instructional time addresses the approved Instructional Goals and Objectives of that course. Partial credit may also be awarded, e.g., ½ unit for attainment of instructional objectives for a required or elective area of study for which a minimum of 3750 minutes of instructional time addresses the approved Instructional Goals and Objectives.</p> <p>The word allotted means to distribute time. It does not address the activities (instructional) that must occur during that time. It is extremely important for high schools to continue the Advisor/Advisee component of the <i>High Schools That Work</i> initiative. The additional time would allow for school staff to assist the student in the preparation of the five-year plan and the program of study. Both of these are mandated for all students. This would not change Section 7.2.11. - Instructional Day or Section 5.6 - Banked Time. School systems can still allot 8100 minutes for each class, but would have some flexibility in making sound educational use of the remaining time.</p> <p>"The time required for mastery may vary" is repeated in many sections. If this is true, then setting a minimum amount of time that addresses instructional goals and objectives are the only way to address mastery.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 4, 2000	Delores F. Ranson Assistant Superintendent Jackson County Schools	<p>As I think ahead to our school calendar and curriculum for 2000-2001, I am truly concerned about the change in State Board Policy 2510 regarding the required number of minutes for a unit of credit at the high school level. I have responded already, however, if the change is made, someone must respond to questions such as, if we schedule 8100 minutes (no more) for a unit of study, does that mean that we will no longer be able to pull students from a class, such as a math or keyboarding, to watch an artist in residence program - or a West Virginia University Band performance, which would not be related to the specific subject, such as in this case math or keyboarding? What does this do to our full-day faculty senate days? If we extend our minutes beyond 8100 in order to bank time with the area of study, then we lose wonderful opportunities for tutoring during the school day - opportunities that students who have to ride buses to and from school will not have. The other option is to schedule 8100 minutes on paper and ignore meeting the time requirement. At one place in 2510 it says "allot" 8100 minutes. Another place it says "ensure" 8100 minutes. I have a difficult time dealing with not following the rules. I know the intent of the state department is to ensure that not only quality, but quantity instruction is provided. You must trust schools and counties to do that, and, in turn, deal with those who do not. We need flexibility, however, to meet the ever-changing needs of our students and our educational programs. Thanks for your review of this concern.</p>		
January 4, 2000	Doris Weekley Director of Curriculum Roane County Schools	<p>Attaching a number of minutes to a course does not denote mastery of IGO's. Assigning courses a time limit will eliminate useful courses such as work-based learning, senior projects, etc.</p> <p>A more complete study of the impact of these changes needs to be made. I would recommend that the policy remain status quo during this process.</p> <p>On the other hand, I'm not opposed to time constraints, but feel that the 8100 minutes will have a negative effect on the things schools have worked so hard to implement. Look at exemplary schools and model those.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 4, 2000	James D. Hoover Counselor Calhoun County High School	If this policy would mandate 8100 instructional teacher-student classroom minutes, then one of three things will happen with reference to our instructional day: 1) our day would be extended to build in bank time to allow for full day Faculty Senates; 2) we would revert to the old days of having ½ day school, ½ day Faculty Senate; and 3) technology training and other staff development would occur outside of the school day.		
January 4, 2000	Sue Ann Nichols Teacher Calhoun County High School	8100 minutes is unrealistic. Eliminates the possibility of curriculum and technology issues being addressed and implemented on full-day Faculty Senate days. Necessitates extension of school day to provide bank time. No provision for transportation time to multi-county vocational centers. In short, NOT in favor of this Policy 2510 as drafted.		
January 4, 2000	Michael D. Edwards Teacher Calhoun County High School	<p>I am not in favor of the adoption of this policy. It will be a step backwards for a number of reasons. 8100 minutes represents an unrealistic amount of time. In Calhoun, we already have one of the longest school days in the state.</p> <p>Full day faculty senates are so very much more conducive to training and department planning, as well as addressing curriculum and technology issues.</p> <p>There is no room for bank time without extending the school day and I have already explained our situation here in Calhoun. Students going to vocational centers and who have to be transported will be adversely affected by this policy. For these reasons and others that are obvious, I am not in favor of this policy. It will do more harm than good. It will cause more problems than it eliminates.</p>		
January 4, 2000	Beth A. Alltop Teacher Calhoun County Schools	8100 minutes is unrealistic. This policy eliminates the possibility of curriculum and technology issues being addressed on full day Faculty Senates. This policy necessitates the extension of the school day to provide bank time. There is no provision made for transportation time to multi-county vocational centers.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 4, 2000	Daniel P. Fiedorczyk Science Teacher Calhoun Co. Middle/High Sch.	<p>I cannot believe some of the things that come down from the state department. 8100 minutes is unrealistic. Students and teachers for that matter need some time away from each other and teachers need to have school time to be trained in curriculum and technology. We are the only profession where administration looks for ways to cut training and funding for their workers. Any other company in business would assure that their workers are well-taken care of especially if it involved the quality of their product. The 8100 minutes cut any full day faculty senate for the use of this training.</p> <p>Not only does it cut down this time but rural schools will have a problem getting students to and from multi-county vocational schools in the allowed time frame. How would you like it if your own child had to leave home before 7:00 in the morning and did not get home until 6:30 in the evening? Knowing the way most of you administrators are, you would be screaming at the top of your lungs at anyone who would listen.</p> <p>As you can tell, I am not in favor of the adoption of 2510. Please do not adopt this policy. You will make things a lot worse than you have made them already.</p>		
January 5, 2000	Ronald E. Ray Director HS and Voc. Ed. Jackson County Schools	<p>The return to the requirement of 8100 minutes of instructional time to be allotted for all high school courses in order to receive a credit, is a step back in time! It restricts the flexibility and creativity currently afforded to schools in the development of schedules based on the needs of students. This requirement, based on an arbitrary number of minutes, will in fact, prove to be a hindrance to those seeking solutions to current scheduling problems.</p>		
January 5, 2000	Delores Ranson Assistant Superintendent Jackson County Schools	<p>School systems who meet accreditation performance standards in the area of student achievement should have more flexibility in determining the required instructional time for a unit of credit. For example, a class such as "Introduction to Majors" might not require the same time for mastery as a math, science or English class.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 5, 2000	Faculty at Independence HS (37 signatures) 850 Independence Road Coal City, WV 25823	<p>We vehemently oppose the proposed change in section 5.48 and subsequent sections that change the definition of unit of credit to 8100 minutes. This proposed increase in the number of minutes severely limits an individual school's ability to establish the most appropriate schedule for its students. At a time when the Legislature and WV Board of Education emphasize the importance of site-based management, increasing the number of minutes per class to a minimum of 8100 would prevent each school from having the flexibility it needs to better serve its students. I believe that achievement is tied to quality of instruction rather than quantity of classroom time.</p>		
January 5, 2000	Policy 2510 Focus Group	<ul style="list-style-type: none"> • Will make it impossible to deliver advisor/advisee, skill development/remediation (which is a course in some schools), advanced courses, dual credit or off-campus college courses (that do not contain 8100 minutes), introduction to majors. • "Mastery of IGO's" has allowed creativity in meeting requirements of 2510. • Will affect staffing for schools on block scheduling, will have to return to seven or eight period days. • How will time requirement be met for summer school, alternative schools? • There's too much stuff! If you keep 8100 minutes, take some other requirements away. • Maintaining quality of IGO's (locally developed) and the issue of allotted time is more of a problem with electives. • Extended time is needed for hands-on science and applied courses ("Blocks" of time as opposed to 7-8 periods.) • A minimum time is not necessarily bad, but 7200 minutes would be more reasonable. Still emphasize mastery of IGO's, and matching of IGO's for high school-college courses (not minutes.) • 5.18 The time required for mastery may vary ??? (Cite Bloom's research different learning rates.) 		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 5, 2000	Robert G. Bonar Teacher Calhoun County High School	<p>Our faculty has discussed the ramifications of the 8100 minute clause in the new policy and we feel that it is unrealistic. It will basically eliminate any banked time for assemblies, full day faculty senate and other non-class activities. The warning bell rings at 8:10 and the last class ends at 3:35, so I don't see how we can extend our school day. I personally don't understand why the increase in instructional time is so great -- if my math is right, it is almost 1/5 increase from the old 345 minutes per week regulation. I hope the Board will consider the negative effects this policy will have and come up with a more realistic standard.</p>		
January 5, 2000	Gregory Cartwright Principal Calhoun High School	<p>I am concerned about the impact of the proposed 8100 minute requirement for a unit of credit. I truly support a minimum number of scheduled minutes but I feel that 8100 is excessive. We currently operate on a block schedule with 90 minute periods. We have four or five days per semester which are Faculty Senate days and students do not attend at all those days. Therefore, students are not scheduled for the entire 8100 minutes proposed in the revisions to Policy 2510. We have very productively used those days for technology training, Special Education process training, Programs of Study development, Project Wet training, policy development, and various other necessary training. Without this time being available, it would be impossible for me as a school principal to have moved my school forward as we have in the last year and one half.</p> <p>Although we have had only a minimum of assemblies during the instructional day, each of these such as a presentation of "Honey in the Rock" by Theatre WV would require some bank time to allow students to gain their credit if such a performance took any time at all from the regularly scheduled time. This would require either lengthening the class period on a regular day or extending the number of days per semester. Neither appears to me to be a reasonable option.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
	Gregory Cartwright (continued)	<p>I would hope that the State Board of Education would consider revising the standard reflected in sections 5.48 and 6.4.2 to a more reasonable number of 7200 minutes for a full credit. This would allow the equivalent of 10 days that could be used for full day faculty senate days for staff development sessions, pertinent assemblies, transportation to multi-county sites, and other issues such as state mandated testing.</p>		
January 5, 2000	Tygarts Valley High School Faculty Senate	<p>We would like to express our concerns regarding the instructional minute's mandate contained within Policy 2510. The current instructional minute's mandate does not take into consideration the instructional plight of those schools utilizing a block instructional format.</p> <p>The 8100 minutes mandate block-scheduled schools of the opportunity to present and provide enrichment activities to the student body. Currently, time for assemblies, clubs, class meetings, career and teen issues awareness programs do not exist due to the strict limitations of the instructional minute's mandate.</p> <p>Our Faculty Senate asks that serious consideration be given to the development of a plan that incorporates instructional minute guidelines that adequately and appropriately apply to block-scheduled schools and traditional format schools.</p> <p>Block scheduled schools offer an intensive educational approach to instruction. The current mandate of 8100 minutes allows for no deviation to incorporate or encourage instructional assemblies, seminars or careers and issues awareness activities.</p> <p>Your reconsideration of the situation to which the 8100 minutes mandate subjects block-scheduled schools would be appreciated by both our staff and student body. Your consideration of an instructional minute mandate allowing for 7400 or 7500 instructional minutes for block-scheduled schools would address the need for bank time, allowing for additional enrichment activities to be scheduled throughout the instructional year.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 6, 2000	Pamela Jill Bartlett Math Teacher Calhoun County High School	8100 minutes is unrealistic. This policy eliminates the possibility of curriculum and technology issues being addressed on full day Faculty Senates. This policy necessitates the extension of the school day to provide a bank tie. There is no provision made for transportation time to multi-county vocational centers. In summary, I am not in favor of adoption of this policy.		
January 6, 2000	Sheila Lucento, Director of Guidance and Testing Raleigh County Schools	The change in the definition of unit of credit, requiring 8100 minutes will be almost impossible. With most schools have either 45 minute periods or 90 minute blocks and state law limiting school to 180 days, any time missed would make this impossible to achieve, unless the legislature plans to change the school calendar. In counties like Raleigh, which generally have several snow days, we would have to increase our length of the school day to allow for missed days. In Raleigh and other counties, which have some long bus trips, this would make the students' days too long. Several years ago West Virginia leaders were using the PRISONERS OF TIME philosophy, with the idea that mastery could be achieved without imposing time requirements. What has happened to this idea?		
January 6, 2000	Sharon Flack Office of Instructional Services	I support the requirement for 8100 minutes change to the policy. Students need adequate time to learn the required material.		
January 7, 2000	Blaine C. Hess Principal Ripley High School	I am opposed to a return of the 8100 minute requirement for high school courses in order to receive credit. This revision would eliminate the flexibility needed by local schools in scheduling. Flexibility in scheduling is crucial if schools are to develop programs designed to fit the needs of our students. A return to an inflexible time requirement will prove to be detrimental to students across West Virginia.		
January 7, 2000	Tom Deadrick Administrative Assistant Marion County Schools	The intent of the revised 2510 was to follow the "Masters of Time" report and eliminate time as a factor in the delivery of education. This proposal of reinstating the 8100 minutes takes us back to time as a restricting factor. The ability to decide how much time it takes to deliver the IGOs should not be tied to 8100 minutes. This is a bad idea!		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 7, 2000	Nasia P. Butcher Calhoun County High School Faculty Senate Chairperson	<p>The Calhoun County High School Faculty Senate has very serious concerns about the 8100 minute provision in Sections 5.48 and 6.42. While we believe that a standard should be established, 8100 minutes is unrealistic and an alternative of perhaps 7200 minutes should be considered. If the policy is adopted as presented, this would necessitate lengthening our school day to save for bank time or return to half day Faculty Senates. Our school operates on a traditional block of four ninety-minute classes. We have four to five full-day Faculty Senates per semester which students do not attend school on those days. Presently, our school day is among the longest in the state. We commence at 8:15 a.m. and dismiss at 3:35 p.m. We incorporate a thirty minute lunch and 30 minute advisor-advisee or skills improvement sessions for all students every day. There is no wasted time in our schedule. Our assemblies and enrichment activities for students are infrequent. It is the opinion of our Faculty Senate that lengthening the school day to provide for bank time or returning to half day Faculty Senates are not reasonable options.</p> <p>If the requirement of 8100 minutes is imposed, I envision a mutiny by teachers and students. Presently, many faculty members stay beyond the school day to develop ways to make their content more enriching and exciting to students.</p>		
January 7, 2000	Francene Kirk Office of Instructional Services	<p>If students are mastering the Instructional Goals and Objectives for a course, why should they receive only ½ credit? If partial credit is awarded in a course that has a full set of IGOs, how does the teacher determine which IGOs should be left out?</p>		
January 7, 2000	Peggy Vance, Chairperson Logan County Steering Committee 13 Signatures	<p>Minimum of 8100 minutes should be deleted from the definition of the high school unit of credit.</p>		
January 7, 2000	Man High School Assistant Principal Man, WV 25635	<p>Classes for college credit need to be clearly stated. This is too vague. Classes below 9th grade need to be listed (ones receiving college credit).</p>		

Date	Individual/Organization	COMMENTS	Action/Type	Rationale
January 7, 2000	Deanna Weaver Director of Instruction Taylor County Schools	8100 minutes would create a real problem with current high school schedules. Please study this more thoroughly before requiring it. Maybe a time requirement would be ok, but first determine the ramifications throughout the state.		
January 7, 2000	Fred E. Smith, Jr. Guidance Counselor Independence JHS	<p>Recognition given to a student for the successful demonstration of mastery of the instructional objectives at a level established for an approved <u>required or elective high school level course for which a minimum of 8100 minutes of instructional time have been allotted.</u> Partial credit may also be awarded, e.g., ½ unit of attainment of instructional objectives for a required or elective area of study for which a minimum of 4050 minutes of instructional time have been allotted. The level of mastery <u>as shall be determined by the county board of education. Individual students who demonstrate mastery of instructional objectives to the next level of objectives.</u> Credit shall also be granted for documented mastery of high school course requirements by a student prior to grade nine or for successful completion of college credit.</p> <ul style="list-style-type: none"> ■ I fear that local boards of education will become "attached" to the idea of time, 180 days and 8100 minutes for a credit. What about a child who attended a school out of state. Either a private or public school. Are we to require them to attain the same amount of time to accept their credit? 18 ■ What if they only have 7500 minutes or 7000 or 8000 minutes. Are we going to then not allow them to have their credits accepted by our local boards? I can see this happening and in fact, it is being talked about in various counties across the state. Especially in relations to private schools. Private schools that are accredited by their association or other agencies should not be held to this limit of time. <p>What about a home schooled student who returns to school after a year, or two. Are we going to make them take all classes they would have missed because they haven't had the minutes? Is that what the State Board wants to happen? I'm concerned about this idea of being a "Prisoners of Time." As a former principal of mine told me one time "There are exceptions to almost all rules." Let's have a little flexibility here.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
Section 6.4.2 Courses Needed for Graduation				
November 16, 1999	Sarah Brown Director of Curriculum Summers County	This is not a complete statement. "In addition, county boards of education must ensure that at least 8100 minutes for each unit of credit what?" Are allotted? Are required? Are attended? The ending word here will be the deciding issue.		
November 23, 1999	Dr. Deborah Akers Superintendent Mercer County Schools	I would strongly encourage the time allotment for credit be reduced. With the present requirement for faculty senate days, counties cannot meet this requirement. Although faculty senate time is defined as instructional time, it is ridiculous for us to try to tell the public that this time is instructional time when students aren't even in attendance. Naming an apple an orange doesn't make it true. This time allotment also does not allow for advisee time, school assemblies or any of the other activities that make our schools appealing and relevant to students. This issue needs to be rethought.		
November 29, 1999	Dr. Bonnie Ritz Director of Student Services Ohio County Schools	Given attention to Prisoners of Time with a concerted effort to require mastery rather than seat time, it appears the 'minutes' requirement is a step backward.		
December 2, 1999	Ronald Stewart Principal Roane County High School	I still disagree with the 8100-minute requirement.		
December 3, 1999	Wilma Zigmund Director of Secondary Curr. Logan County Schools	"Ensure at least 8100 minutes for each unit of credit" - this concerns me if you have an eight-period school day and your classes are 45 minutes long, you can't miss a class period. Some counties have full day faculty senate/staff development and these are quite effective. Wouldn't this cancel such activities?		
December 3, 1999	Gary Cross Principal Ravenswood Grade School	Again, I believe time requirements for a unit of credit should be changed. The time for graduation was extended. Why would you restrict time requirements? It should be based on Mastery of the IGO's for that course. If it takes less or more time, it should be permitted.		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	Positive change.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
December 9, 1999	Carol McClaugherty STW Coordinator Mercer County Schools	Language should be parallel to 5.48 "county boards of education must ensure that at least 8100 minutes" makes no sense.		
December 9, 1999	Gail Hill STW Facilitator PO Box 38, Leona, WV 25971	Wording? Not a complete sentence.		
December 16, 1999	Terry Glover Coordinator Wetzel County Schools	Instituting the 8100 minutes takes a step backward with mastery of course content and systemic change in education. It would affect advisor/advisee sessions that schools are utilizing for "Introduction to Clusters" and "Introduction to Majors." Alternative education programs would also be affected, i.e., after school programs.		
January 3, 2000	Karen Larry Administrative Assistant to the State Superintendent	Wording is missing after the parenthesis in line 6 of this paragraph - perhaps "are allotted." I would also replace "Current graduation requirements, Policy 2444.01, will remain in effect..." with "Course work required for graduation as listed in Policy 2444.01 will remain in effect..." This change is necessary because the course listing in 2444.01 is the only part of the old policy still in effect. The remainder of that policy has been superseded by the current Policy 2510. Current Policy 2510 states an effective date of July 1, 1996. Parts of the policy not effective July 1, 1996 are noted throughout the policy at the appropriate sections.		
January 4, 2000	Doris Weekley Director of Curriculum Roane County Schools	I don't have a problem with mastery, but the number of minutes is an issue. Courses such as career major would have 8100 minutes assigned to them.		
January 4, 2000	James B. Strong Supervisor of Adolescent Ed. Mercer County Schools	The recommended time is reflected in Section 5.48.		
January 4, 2000	James D. Hoover Counselor Calhoun County High School	8100 minutes is unrealistic. This policy eliminates the possibility of curriculum and technology issues being addressed on full day Faculty Senates. This policy necessitates the extension of the school day to provide bank time. There is no provision made for transportation time to multi-county vocational centers.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 4, 2000	Sue Ann Nichols Teacher Calhoun County High School	8100 minutes is unrealistic. Eliminates the possibility of curriculum and technology issues being addressed and implemented on full-day Faculty Senate days. Necessitates extension of school day to provide bank time. No provision for transportation time to multi-county vocational centers. In short, NOT in favor of this Policy 2510 as drafted.		
January 4, 2000	Beth Alltop Teacher Calhoun County High School	8100 minutes is unrealistic. This policy eliminates the possibility of curriculum and technology issues being addressed on full day Faculty Senates. This policy necessitates the extension of the school day to provide bank time. There is no provision made for transportation time to multi-county vocational centers.		
January 5, 2000	Ronald E. Ray Director, HS and Voc. Ed.	See Section 5.48.		
January 5, 1000	Delores Ranson Assistant Superintendent Jackson County Schools	This section says "must ensure...8100 minutes." In 5.48, it reads 8100 minutes have been allotted. We are going to have to make all classes greater than 8100 minutes if we are going to have any bank time to use ... or no school will be in compliance. We need to remove the 8100-minute requirement unless a school fails to meet performance standards in State Board Policy 2320.		
January 5, 2000	Policy 2510 Focus Group	<ul style="list-style-type: none"> ■ The real issue is how "level of mastery" is determined. There's too much variance among counties/schools. The level of mastery should be predetermined, set statewide, and consistent (example: warranty at beginning, there were varying levels, some low). ■ There is no accountability for teaching and learning. How do you develop a system that really measures this? ■ In place are: SAT-9, IGO's, lesson plans, instructional materials - BUT - Are teachers really teaching? ■ Set a minimum acceptable level of mastery for <u>all</u> students (and teachers). ■ Bring back Chief Instructional Leader meetings - where issues such as these can be discussed. ■ What about high school credit courses taken prior to grade nine? ■ Does it conflict with testing out? 		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 5, 2000	Policy 2510 Focus Group (continued)	<ul style="list-style-type: none"> ■ What does "allotted" mean? 6.4.2 says "ensure" - does every student have to be there 8100 minutes? ■ Mastery is more important, not seat time. ■ Number of minutes doesn't improve quality of time, doesn't ensure mastery. ■ Work-based learning – 8100 minutes for a credit? ■ A lot of the SB 300/Policy 2510 requirements are delivered through coursework – impossible to do with 8100 minutes. ■ Given the mandates of alternative education, work-based learning, career education, advanced courses, skill development, 8100 minutes will interfere (make impossible) the fulfillment of these mandates. 7.2.11 still has 330 minutes for 5-8, 345 minutes for 9-12 — doesn't fit with 8100 minutes. ■ 8100 minutes — there is no bank time. Suggest a year-long study by practitioners — is it possible to get it all done? [e.g., middle school overloaded] ■ "8100 minutes" will cause counties to undo what they have built and waste valuable time restructuring. It will take energy away from the momentum. (WVDE goes back to the drawing board on this one) ■ 8100 minutes will infringe on variety of instructional strategies and reteaching 5.5.2 — a workday of eight hours — 8100 minutes doesn't leave a lot of time for staff development. 		
January 6, 2000	Sheila Lucento, Director of Guidance and Testing Raleigh County Schools	<p>The change in the definition of unit of credit, requiring 8100 minutes will be almost impossible. With most schools have either 45 minute periods or 90 minute blocks and state law limiting school to 180 days, any time missed would make this impossible to achieve, unless the legislature plans to change the school calendar. In counties like Raleigh, which generally have several snow days, we would have to increase our length of the school day to allow for missed days. In Raleigh and other counties, which have some long bus trips, this would make the students' days too long. Several years ago West Virginia leaders were using the PRISONERS OF TIME philosophy, with the idea that mastery could be achieved without imposing time requirements. What has happened to this idea?</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 6, 2000	Pamela Jill Bartlett Math Teacher Calhoun County High School	8100 minutes is realistic. This policy eliminates the possibility of curriculum and technology issues being addressed on full day Faculty Senates. This policy necessitates the extension of the school day to provide a bank tie. There is no provision made for transportation time to multi-county vocational centers. In summary, I am not in favor of adoption of this policy.		
January 7, 2000	Blaine C. Hess Principal Ripley High School	Research has shown a connection between increased instructional time and higher student achievement. The WVDE feels that a minimum number of instructional minutes should be designated.		
January 7, 2000	Tom Deadrick Administrative Assistant Marion County Schools	Again, 8100 minutes is a restricting factor in the delivery process.		
January 7, 2000	Deanna Weaver Director of Instruction Taylor County Schools	Do not use term "ensure," but instead use "allotted" so that assemblies, etc. can take place. Does the 8100 minutes also apply to newly created classes, e.g., alternative education, workbased learning, introduction to majors, summer school?		
January 7, 2000	Peggy Vance, Chairperson Logan County Steering Committee	Minimum of 8100 minutes should be deleted from the definition of the high school unit of credit.		
January 7, 2000	Ralph Willis Vocational-Tech. 27 Signatures PO Box 1747 Logan, WV 25601	Minimum of 8100 minutes should be deleted from the definition of the high school credits.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
Section 6.4.3 Additional Programs of Study				
November 23, 1999	Dr. Deborah Akers Superintendent Mercer County Schools	I would strongly encourage the time allotment for credit be reduced. With the present requirement for faculty senate days, counties cannot meet this requirement. Although faculty senate time is defined as instructional time, it is ridiculous for us to try to tell the public that this time is instructional time when students aren't even in attendance. Naming an apple an orange doesn't make it true. This time allotment also does not allow for advisee time, school assemblies or any of the other activities that make our schools appealing and relevant to students. This issue needs to be rethought.		
November 29, 1999	Dr. Bonnie Ritz Director of Student Services Ohio County Schools	Given attention to <u>Prisoners of Time</u> , with a concerted effort to require mastery rather than seat time, it appears the 'minutes' requirement is a step backward.		
December 3, 1999	Wilma Zigmund Director of Secondary Curr. Logan County Schools	"Ensure at least 8100 minutes for each unit of credit" - this concerns me if you have an eight-period school day and your classes are 45 minutes long, you can't miss a class period. Some counties have full day faculty senate/staff development and these are quite effective. Wouldn't this cancel such activities?		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	If we add additional programs of study, do schools have the resources to do this? Not sure.		
January 4, 2000	Doris Weekley Director of Curriculum Roane County Schools	8100 minutes would eliminate block scheduling and Faculty Senates. What about dual credit courses for high school? Middle school classes that count for high school credit?		
January 7, 2000	Tom Deadrick Administrative Assistant Marion County Schools	Again, see 8100 minutes comments above.		
Chart IV Requirements for Graduation				
November 16, 1999	Sarah Brown Director of Curriculum Summers County	8100 minutes will hurt block scheduling at some schools.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
December 2, 1999	Ronald Stewart Principal Roane County High School	The 8100 minutes will elongate the school day.		
December 3, 1999	Gary Cross Principal Ravenswood Grade School	Too restrictive. Should be changed. Courses should be taught for Mastery and not minute requirements (8100). If a student masters the course in 4000 minutes, they should be allowed to take additional classes or be placed in higher level classes.		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	If we add additional programs of study, do schools have the resources to do this? Not sure.		
December 9, 1999	Gail Hill STW Facilitator PO Box 38, Leona, WV 25971	Isn't this wording contrary to 8.2.3 - Mastery testing?		
January 3, 2000	Karen Larry Administrative Assistant to the State Superintendent	Because "and" is used in the first sentence of the footnote, the meaning becomes — a credit will be awarded for demonstrated mastery of Instructional Goals and Objectives AND 8100 minutes of allocated seat time. This eliminates testing out as worded elsewhere in the policy.		
January 4, 2000	Doris Weekley Director of Curriculum Roane County Schools	Some counties offer credit for work-based learning and career majors. Would they require 8100 minutes?		
January 4, 2000	James B. Strong Supervisor of Adolescent Ed. Mercer County Schools	Time refers back to Section 5.48. And Section 6.4.2 as 7500 minutes and 3750 minutes.		
January 5, 2000	Ronald E. Ray Director, HS and Voc. Ed.	See Section 5.48.		
January 5, 2000	Policy 2510 Focus Group	It is recommended that instead of "students demonstrating mastery of instructional grade level objectives in the subjects are to be provided the opportunity to advance to the next grade level objectives" testing out be available in all subjects except for work-based learning, electives, career major courses, and the arts. Counties may go beyond encouraging students to be more well rounded through increased elective study.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 6, 2000	Sheila Lucento, Director of Guidance and Testing Raleigh County Schools	The change in the definition of unit of credit, requiring 8100 minutes will be almost impossible. With most schools have either 45 minute periods or 90 minute blocks and state law limiting school to 180 days, any time missed would make this impossible to achieve, unless the legislature plans to change the school calendar. In counties like Raleigh, which generally have several snow days, we would have to increase our length of the school day to allow for missed days. In Raleigh and other counties, which have some long bus trips, this would make the students' days too long. Several years ago West Virginia leaders were using the PRISONERS OF TIME philosophy, with the idea that mastery could be achieved without imposing time requirements. What has happened to this idea?		
January 7, 2000	Tom Deadrick Administrative Assistant Marion County Schools	Again, see 8100 minutes comments above.		
Chart VI Non-core Electives 9-12, Career Clusters and Majors				
November 29, 1999	Dr. Bonnie Ritz Director of Student Services Ohio County Schools	Given that parents sign course selections each semester, it would appear that specific parent approval to take courses that exceed standards is a duplicative, an unnecessary barrier to students striving to take academically challenging courses. It is unnecessary to have such extensive rules when we should be encouraging, promoting and enhancing the likelihood that students will take more academically advanced courses. This section is a barrier to rather than a promoter of academic advancement.		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	If we add additional programs of study, do schools have the resources to do this? Not sure.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
December 9, 1999	Gail Hill STW Facilitator PO Box 38, Leona, WV 25971	What determines a "higher level" course other than when they are sequential?		
Section 7.2.4. School Calendars and Schedules				
December 2, 1999	Ronald Stewart Principal Roane County High School	I have no problem with extending the school day, etc. if funds are available. Who is going to pay for this? Where do the Faculty Senate days fit in?		
December 3, 1999	Gary Gross Principal Ravenswood Grade School	I wholeheartedly support the change in school calendars and schedules.		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	Fantastic change! If law allows us to go longer into June, we can make-up snow days.		
December 9, 1999	Carol McClaugherty STW Coordinator Mercer County Schools	Giving examples seem unnecessary for reteaching. Would the examples be giving preapproval for extending school year, for example?		
December 9, 1999	Gail Hill STW Facilitator PO Box 38, Leona, WV 25971	Extend school day or school year - how can a "school" do this? Perhaps a school system.		
January 4, 2000	James B. Strong Supervisor of Adolescent Ed. Mercer County Schools	Delete extending the school day and extending the school year. The purpose, the cost factor and the legality of extending are all questionable. It is more important to do a better job with the time we have than to add additional time doing the same thing. Elimination of disruptions and scheduling a calendar that promotes attendance (staff and student) and learning can enhance the educational environment.		
January 5, 2000	Delores Ranson Assistant Superintendent Jackson County Schools	For school systems who use block scheduling all flexibility will be taken away in developing school calendars. Each semester must be 90 days in length to meet the required 8100 minutes. Time previously used for tutoring during the school day might need to be scheduled into the regular classes to provide bank time for faculty senate full-days (staff development), etc. Extending the school day is not an option for our county.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 5, 2000	Faculty at Independence HS 850 Independence Road Coal City, WV 25823	It seems inappropriate to include a provision for extra tutorial sessions, extended school day, and/or extended school year without including the means necessary to fund these proposed changes.		
January 6, 2000	Sheila Lucento, Director of Guidance and Testing Raleigh County Schools	Will the Legislature be approving money for some of these strategies?		
January 7, 2000	Francene Kirk Office of Instructional Services	The policy indicates that time for reteaching can be provided by "extending the school year." That may need to be defined.		
Section 7.2.6. Unified County Improvement Plan				
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	Neutral on this. I'm not sure of the logic.		
January 7, 2000	Deanna Weaver Director of Instruction Taylor County Schools	Replace with a five-year management (strategic) plan in place of UCIP - review yearly assuring compliance with new laws, policies, noncompliance and low test scores (weaknesses). This would solve problems with yearly budgeting and submission timelines. Provide sustained ongoing training to counties on developing strategic plans.		
Section 7.2.9.k. Electronic Portfolio				
December 2, 1999	Ronald Stewart Principal Roane County High School	Good idea to eliminate the portfolio.		
December 3, 1999	Gary Cross Principal Ravenswood Grade School	I wholeheartedly agree with the elimination of the electronic portfolio. It was too restrictive and time consuming.		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	Neutral on this. I'm not sure of the logic. Is this because people are worried about a precise pupil-by-pupil big brother record? If so, this is a positive change.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
December 16, 1999	Helen Whitehair Assistant Superintendent Upshur County Schools	Leave it out.		
January 7, 2000	Tom Deadrick Administrative Assistant Marion County Schools	See comments made above about the UCIP (structure and time line).		
Section 7.2.9.v. Unified School Improvement Plan				
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	Neutral on this. I'm not sure of the logic.		
January 7, 2000	Tom Deadrick Administrative Assistant Marion County Schools	See comments made above about the USIP (structure and time line).		
January 7, 2000	Deanna Weaver Director of Instruction Taylor County Schools	Replace with a five-year management (strategic) plan in place of UCIP - review yearly assuring compliance with new laws, policies, noncompliance and low test scores (weaknesses). This would solve problems with yearly budgeting and submission timelines. Provide sustained ongoing training to counties on developing strategic plans.		
Section 7.2.10. Time Allocations				
November 16, 1999	Sarah Brown Director of Curriculum Summers County	What about Algebra I or Foreign Language taken at the middle level? In some cases it will not be possible to get 8100 minutes along with all other classes.		
November 23, 1999	Dr. Deborah Akers Superintendent Mercer County Schools	I would strongly encourage the time allotment for credit be reduced. With the present requirement for faculty senate days, counties cannot meet this requirement. Although faculty senate time is defined as instructional time, it is ridiculous for us to try to tell the public that this time is instructional time when students aren't even in attendance. Naming an apple an orange doesn't make it true. This time allotment also does not allow for advisee time, school assemblies or any of the other activities that make our schools appealing and relevant to students. This issue needs to be rethought.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
November 29, 1999	Dr. Bonnie Ritz Director of Student Services Ohio County Schools	Given attention to Prisoners of Time with a concerted effort to require mastery rather than seat time, it appears the 'minutes' requirement is a step backward. The amount of time to master a course such as calculus compared to another such as keyboarding makes the point regarding seat time requirements rather than mastery of concepts for a credit.		
December 2, 1999	Ronald Stewart Principal Roane County High School	Disagree with time allocations.		
December 3, 1999	Gary Cross Principal Ravenswood Grade School	Eliminate 8100 minute time requirements for each unit of credit. No flexibility to schedule. Should be based on Mastery of Course instructional Goals and Objectives.		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	Positive change. Time is still a variable. What is no longer a variable is what defines a unit of credit. I can still test out or graduate early if I take the courses in an altered sequence or in the summer, or give up electives.		
December 7, 1999	Irene Murphy, Director of Elementary & Middle Schools Jackson County Schools	Requiring a minimum number of minutes limit flexibility and creativity of a master schedule.		
December 9, 1999	Carol McClagherty STW Coordinator Mercer County Schools	Is 8100 minutes "instructional time?" "Allotted" is a broad word. If a number of minutes are required, 7500 minutes is much more realistic, if we adhere to a strict definition of "instructional time."		
December 9, 1999	Gail Hill STW Facilitator PO Box 38, Leona, WV 25971	8100 minutes is too restrictive and is contradicting		
December 10, 1999	Cora Jones Principal Kenna Elementary	Counting minutes of instruction per subject does not allow for individuality in children or teachers.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
December 16, 1999	Terry Glover Coordinator Wetzel County Schools	The 8100-minute guideline takes a step backward in mastery of course content. Counties abusing this should be dealt with individually rather than making it a state requirement. It would affect advisor/advisee sessions used for "Introduction to Clusters" and "Introduction to Majors," and also alternative education evening programs.		
December 20, 1999	Mount Hope High School Principal	Time allocations should be 7200 minutes per credit.		
January 3, 2000	Karen Larry Administrative Assistant to the State Superintendent	Again, the requirement of 8100 minutes of seat time imposes restrictions to high school scheduling that has begun to show some hints of adjusting to needs of students rather than to needs of buses.		
January 4, 2000	Doris Weekley Director of Curriculum Roane County Schools	Would remedial classes have to have 8100 minutes? When would it be offered? Meaning would a student take longer to get through school		
January 4, 2000	James B. Strong Supervisor of Adolescent Ed. Mercer County School	For high school level courses, at least 7500 minutes of instructional time will address the approved Instructional Goals and Objectives for each unit of credit (or at least 3750 for each ½ unit of credit.) A county board of education may specify time allocations for those schools that do not perform in accordance with the state/county board's expectations. I would recommend adding - within the instructional day . This would support Section 7.2.4 - on restructuring the school day, and providing reteaching activities.		
January 5, 2000	Ronald E. Ray Director, HS and Voc. Ed. Jackson County Schools	See Section 5.48.		
January 5, 2000	Delores Ranson Assistant Superintendent Jackson County Schools	Remove time allocations for high school level courses or change to a minimum of 7500 minutes which meet North Central Standards. I understand that the state department doesn't want core classes having 5400 minutes, however, schools need some flexibility and can be monitored to ensure they give appropriate time.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 5, 2000	Linda Daniel School to Work Coordinator Raleigh County Schools	<p>Requiring all courses to fulfill 8100 minutes in order to qualify as a credit is not consistent with the intent of Policy 2510 in light of the other sections referring to individualization, reteach, "testing out," etc. Section 5.18 refers to the fact that "time for mastery may vary." The amount of time required to appropriately teach all of the IGO's of the course does vary from course to course.</p> <p>To require 8100 minutes drastically reduces a school's ability to meet the needs of its students. All of Raleigh County's high schools are scheduled on a modified block which allows the flexibility while still assuring some reasonable consistency across the state. On a block schedule, this would provide four 80 minute blocks and a 30 minute "mini-block" to address the areas listed above; other options would also be possible. flexibility necessary to schedule things such as advisory, skills improvement, enrichment classes, etc. Our principals have worked diligently over the past three years and have struggled to meet the requirements of various policies and provide for the needs of their students. To go back to an inflexible standard of 8100 minutes would be a regression. If a minimum number of minutes must be set, 7200 minutes would allow much greater</p>		
January 6, 2000	Sheila Luento, Director of Guidance and Counseling Raleigh County Schools	<p>The change in the definition of unit of credit, requiring 8100 minutes will be almost impossible. With most schools have either 45 minute periods or 90 minute blocks and state law limiting school to 180 days, any time missed would make this impossible to achieve, unless the legislature plans to change the school calendar. In counties like Raleigh, which generally have several snow days, we would have to increase our length of the school day to allow for missec days. In Raleigh and other counties, which have some long bus trips, this would make the students' days too long. Several years ago West Virginia leaders were using the PRISONERS OF TIME philosophy, with the idea that mastery could be achieved without imposing time requirements. What has happened to this idea?</p>		
January 7, 2000	Connie Giammerino Assistant Superintendent Raleigh County Schools	<p>7200 minutes would be more reasonable, allowing schools flexibility of 80 minute classes still being able to offer basic skills and enrichment classes.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 7, 2000	Tom Deadrick Administrative Assistant Marion County Schools	See comments made above about the restrictive nature of 8100 minutes.		
January 7, 2000	Deanna Weaver Director of Instruction Taylor County Schools	Do not change number of minutes (8100) at this time. Bring in a year-long study group of practitioners and allow them to work thru the issues with Department of Education before any change is made. A change now would turn the state high schools into a frenzy. They have just recently gotten the IGOs (Policy 2520) in place.		
Section 8.2.3. Credit for courses based on tested mastery of instructional goals and objectives				
November 16, 1999	Sarah Brown Director of Curriculum Summers County	Why are you limiting the test out to high school students only in 8.2.3 but in 8.2.4 there is no limit to high school students.		
November 29, 1999	Dr. Bonnie Ritz Director of Student Services Ohio County Schools	Section a & b) - Testing out for high school credit only and for prerequisites are very good additions.		
December 2, 1999	Ronald Stewart Principal Roane County High School	We have already done this.		
December 3, 1999	Gary Cross Principal Ravenswood Grade School	Excellent! I agree with these additions and/or changes.		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	This lets time still be a variable.		
December 7, 1999	Irene Murphy, Director of Elementary & Middle Schools Jackson County Schools	No more unfunded mandates. The state should provide the tests.		
December 9, 1999	Carol McClaugherly STW Coordinator Mercer County Schools	First sentence is ambiguous. All students have to do is take tests. Requirements sound great!		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
December 10, 1999	Cora Jones Principal Kenna Elementary	Who will design the test? Who will pay for it? What happens when mastery level isn't achieved?		
December 16, 1999	Terry Glover Coordinator Wetzel County Schools	We should use the same test in West Virginia made by teachers or use a standardized test such as the ACT, SAT, PJAT. Tests will vary too much from school to school, county to county.		
December 16, 1999	Helen Whitehair Assistant Superintendent Upshur County Schools	Testing out should only be for core courses. This should be to move to a higher level, not for early graduation.		
December 21, 1999	Polla Rumberg Counselor Beckley-Stratton JHS	This section is feasible as written provided the state designs, standardizes and produces these tests.		
January 3, 2000	Karen Larry Administrative Assistant to the State Superintendent	As worded, the change does not reflect a time requirement. If a time requirement is added earlier in the policy, it will have to be added here, too. RE. Section e - This wording allows for "teachers" only. Perhaps "educators" would be a broader term allowing counselors (who are frequently the test experts), principals, RESA staff, etc. to participate in this process.		
January 4, 2000	Doris Weekley Director of Curriculum Roane County Schools	Should be prepared on state level so the standards are consistent. Only science, math, social studies, science, physical education and health be tested out of.		
January 5, 2000	Ronald E. Ray Director, HS and Voc. Ed. Jackson County Schools	Why require 8100 minutes of instruction for a credit and then turn around in the same policy and allow students to spend zero minutes in a class and receive credit by taking a test?		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 5, 2000	Policy 2510 Focus Group	<ul style="list-style-type: none"> ■ Tests in use have not been checked for validity. ■ Again, level of mastery is an issue. Let the state develop the tests and determine a passing score — a state system for a state standard. ■ Are we making the tests so hard that few can pass? Why should it be different from "CLEPPing out" of a college course? ■ Under 8.2.3.e — strike teachers, replace with individuals. ■ Suggestion to state — buy a test item bank, build tests based on IGO's, take on a computer. ■ Anything this high stakes should be valid, reliable, of high quality. ■ Does "passing of test" guarantee mastery and adequate preparation for next level? ■ Limit number of test sites. ■ RESA's responsible for handling, storing, securing tests — to increase test security. ■ RESA's responsible for administering tests twice a year. ■ Should only be for core courses in English/language arts, math, science, social studies. 		
January 7, 2000	Sheila Luento, Director of Guidance and Counseling Raleigh County Schools	<p>Since the state has developed the IGO's required for mastery, WVDE should develop the test for "testing out" of any state-required course. This is adding a great burden to schools and counties. Procedures and test requirements (types of questions, etc.) are too restrictive. If counties are required to develop and implement the policies and tests, they should be allowed to set the procedures and test requirements.</p>		
January 7, 2000	Tom Deadrick Administrative Assistant Marion County Schools	<p>The WVDE should take the leadership role in the development of "testing out" tests based on the IGOs they developed! The tests could also be delivered by the RESAs for security and scoring purposes. The state must assume the responsibility for this!</p>		
January 7, 2000	Deanna Weaver Director of Instruction Taylor County Schools	<p>Develop tests on a state level or use skill test bank (computer software). Administer by RESA's twice a year. Test out in core subjects only.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
Section 8.2.6. Certificate of Proficiency				
November 29, 1999	Dr. Bonnie Ritz Director of Student Services Ohio County Schools	The addition of Program of Study career major is not necessary.		
December 3, 1999	Gary Cross Principal Ravenswood Grade School	Excellent! I agree with these additions and/or changes.		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	Neutral on this.		
December 8, 1999	Carol McClaugherty STW Coordinator Mercer County Schools	H.B. 2855 says that a seal indicating completion of career major should be on Certificate of Proficiency. Why not include here?		
December 9, 1999	Gail Hill STW Facilitator PO Box 38, Leona, WV 25971	What is technical training? Most of this is on the transcript - why clutter the Certificate of Proficiency.		
December 16, 1999	Helen Whitehair Assistant Superintendent Upshur County Schools	This is not needed for anything – the time takes from counselors that could be used for children.		
January 3, 2000	Office of Special Education Staff	What about students who do not have the information listed to place on a Certificate of Proficiency?		
January 4 2000	Doris Weekley Director of Curriculum Roane County Schools	Why use state/county money to pay for personnel to perform the task of preparing the document and no one ever asks to see them.		

Date	Individual/Organization	COMMENTS	Action/Type	Rationale
January 4, 2000	James B. Strong Supervisor of Adolescent Ed. Mercer County Schools	<p>Question 1: Will the attachment of an official transcript to the Certificate of Proficiency accommodate the following:</p> <ul style="list-style-type: none"> a. Courses taken in grades 9-12, with grades and credits received; b. Computer instruction received (required in Mercer County for graduation); c. GPA (grade point average) for grades 9-12; d. Class rank out of the total graduating class; e. Attendance per year for grades 9-12; and f. Grade scale including letter/numerical equivalent, use weighted grades? <p>Question 2: What are special competencies and technical training?</p> <p>Question 3: Does Program of Study career major reflect completion of major courses or simply the area the student had chosen?</p> <p>Question 4: Would a seal on the Certificate of Proficiency suffice for the completion of their Program of Study in relationship to a career major?</p>		
January 5, 2000	Policy 2510 Focus Group	<ul style="list-style-type: none"> ■ Could WVEIS come up with a form and information to serve this purpose? ■ A lot of work. Is it important? No. Counselors' time is being spent on the Certificate of Proficiency and businesses don't ask for it. ■ All of the stuff on the Certificate of Proficiency is not necessary. The grades (transcript) should be adequate. 		
January 7, 2000	Deanna Weaver Director of Instruction Taylor County Schools	<p>Put all information required on Certificate of Proficiency and on WVEIS – needs to be consistent throughout the state. If possible, eliminate Certificate of Proficiency and put seal on transcript if student is above 50th percentile or 70th percentile (for warranty).</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
Section 8.2.10.b.B Substitution for required career major and recommended elective courses				
November 29, 1999	Dr. Bonnie Ritz Director of Student Services Ohio County Schools	Given that parents sign course selections each semester, it would appear that specific parent approval to take courses that exceed standards is a duplicative, unnecessary barrier to students striving to take academically challenging courses. It is unnecessary to have such extensive rules when we should be encouraging, promoting and enhancing the likelihood that students will take more academically advanced courses. This section is a barrier to rather than a promoter of academic advancement.		
December 7, 1999	Ronald Cantley, II Principal Beckley-Stratton JHS	Positive change.		
December 9, 1999	Carol McClaugherty STW Coordinator Mercer County Schools	Outline method is confusing. p. 38-8Bd. Example is void. A - example is one of 16 required courses.		
December 9, 1999	Gail Hill STW Facilitator PO Box 38, Leona, WV 25971	What is a "higher level" course? You can't take algebra II until you have mastered algebra I. Mastery test = credit or successful completion of class = credit.		
December 16, 1999	Terry Glover Coordinator Wetzel County Schools	This policy could be abused by school systems and parents in their definition of more advanced higher level and more rigorous. The Program of Studies involved a lot of work and input by business, industry, and education and should be adhered to.		
December 21, 1999	Polla Rumberg Counselor Beckley-Stratton JHS	Little of this section is at all practical to implement and is a perfect illustration of how easily state staff can mandate cumbersome procedures which are a nightmare to carry out in daily operation.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
December 21, 1999	Dr. Jeanne Moore Retired WVDE Coordinator of Fine Arts	<p>This still does not solve the problem of making four sequential levels of music (and other arts) available in all counties.</p> <p>The problem appears when county requirements are raised above the state high school graduation requirements <u>and</u> the local School-to-Work majors include too many "general category" (often inappropriate and watered down) classes, e.g., career exploration, arts appreciation, introduction to the humanities. Any student who has achieved the requisite skills for entry into Band I (grade 9), Chorus I, Orchestra I, has already surpassed the goals and objectives for those "general category" classes. It is both inefficient and inappropriate to require any student to drop out of a major performance field for one half or one full year, or to require courses that force him to do so. Please get back to the premise that what is best for the student should guide all decisions. Please assure that all West Virginia students will have opportunities to progress to advanced-level music courses in high school so that they will have opportunities to compete for college scholarships and entry-level positions. Please do not cheat our children this way.</p>		
January 4, 2000	James B. Strong Supervisor of Adolescent Ed. Mercer County Schools	<p>Examples given in 8.2.10. Little d. Capital A. Example (Algebra II in lieu of Algebra I) and little d. Capital D (Honors English 9 in lieu of English 9) is contradictory to these rules do not apply to 16 of the required academic units for English Language Arts, Mathematics, Science, Social Studies, Physical Education, Health and the Arts specified in Policy 2510 as the minimum state requirements for graduation."</p>		
January 4, 2000	Doris Weekley Director of Curriculum Roane County Schools	<p>Do not lock the county into using the curriculum team to make recommendations. Physical education/wellness term used consistently throughout the policy.</p>		
January 5, 2000	Faculty at Independence HS 850 Independence Road Coal City, WV 25823	<p>The requirements added to the development of the three-year plan are logistically impossible in light of the realities the requirements of the major selection and delivery of coursework.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 5, 2000	Policy 2510 Focus Group	<ul style="list-style-type: none"> ■ In A-P section: (e.g., Board-approved advanced satellite/Internet courses). ■ College course (e.g., what is "advanced standing?" Delete?) ■ More rigorous substitutes (e.g., - delete "or closely related") examples: physics in lieu of advanced biology, chemistry in lieu of chem com. ■ "Selected individuals" (or counselor/advisor?) Instead of SCT. Request should be reviewed (suggested reviewers: advisors, counselors, SCT, or others) as designated by principal. ■ Physical education/wellness. ■ Definitions: ■ Higher level example: Algebra I required. Use instead Advanced Accounting in lieu of Accounting I. ■ Make sure process fits with a four-year gifted plan. ■ Such requests should be approved by the county superintendent (or designee) upon recommendation of selected individuals at the school (advisors, counselors, SCT members, or others designated by the principal). 		
January 6, 2000	Judd Ashcraft Teacher North Marion High School	<p>The original design of this program is evident by the terms <u>Required Electives</u> and <u>Recommended Electives</u>. I don't understand the concept of a <u>Required Recommended Elective</u>. With the addition of four <u>Required Electives</u>, our students now have 20 courses of their 28 courses locked in place. If you add four more required courses, students will have only four classes where they can make up those failed and select others they are interested in. I have yet to talk to a Guidance counselor in my county who doesn't feel that this change is a nightmare. <u>Recommended Elective should remain just that, recommended.</u> Please talk to some people in the trenches before rushing off this cliff. The concept of introducing electives into our curriculum which will be of more value to students as they seek employment is a good one. The "one size fits all" concept which allows for no flexibility or balance is a poor one.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 6, 2000	Sheila Lucento, Director of Guidance and Counseling, Raleigh County Schools	The rules governing allowing students to take higher-level courses will add hours of meetings and stacks of paperwork to the already overworked teachers, principals and counselors. When will the curriculum team be allowed to meet to handle this extra burden? With the implementation of 8100 minutes, all day faculty senates will be a thing of the past. WHEN will schools be able to schedule these meetings? This idea sounds good on paper, but will be an enormous undertaking to implement. It is unfair to add this extra time needed for meetings, while at the same time adding the time requirement for credit, without giving faculties additional time.		
January 7, 2000	Tom Deadrick Administrative Assistant Marion County Schools	This is absolutely mandatory that this be part of the policy. Some counties have attempted to circumvent the concepts mandated by 2510 by adopting ridiculous courses that count as a more rigorous substitute (e.g., any performing art, such as band or chorus, as a more rigorous substitute for physics or calculus).		
January 7, 2000	Francene Kirk Office of Instructional Services	My concern is over the definitions and examples of more rigorous substitutes and higher level courses. The definitions in this section are restrictive and do not match the intent of the legislation that lead to this policy change. That legislation was in response to the public's concerns over major requirements in individual county school systems' programs of study. For example, a student who plans to be a surgeon may be required to take a course such as "Introduction to the Health Professions" in a county's program. The intent of this legislation was to allow a student to opt out of such a "basic" class to take a college preparatory course such as "Anatomy." These definitions do not allow for such a substitution.		
January 7, 2000	Francene Kirk Office of Instructional Services	Even the definition of "more rigorous substitute" on page 39, leads the reader to believe that the substitution course must be in a content sequence (i.e., Honors English 9 in lieu of English 9). There are other confusing examples. On page 38, the policy reads, "these rules do not apply to 16 of the required academic units for English Language Arts, Mathematics...." Then on the		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 7, 2000	Francene Kirk (continued)	same page, the following example is used: (I.e., Algebra II in lieu of Algebra I). On Chart IV (page 18), under mathematics, reads "Two of the three credits will be Algebra I and above." Is Algebra I not one of the 16 required academic course? What about the other required courses such as English? Granted a student can "test out" of English 9 and take English 10, but can a student substitute English 10 for English 9 and then take an elective course in literature, creative writing or speech as the fourth English course to graduate? If not (because Chart IV indicates English 9, 10, 11, 12), will the Algebra example cause confusion? After all, should the student not have to "test out" of Algebra I?		
January 7, 2000	Deanna Weaver Director of Instruction Taylor County Schools	Should be in same content area in order to preserve the intent of the program of studies. Approval of superintendent or designee to be a clearing house and/or allow consistency of interpretation in counties with multiple high schools.		
Section 8.2.1.1. Electronic Portfolio				
January 7, 2000	Deanna Weaver Director of Instruction Taylor County Schools	Eliminate.		
Section 8.3.1 Unified County Improvement Plan				
January 5, 2000	Policy 2510 Focus Group	<ul style="list-style-type: none"> ■ Nowhere in policy are there due dates for submitting UCIP/USIP's to OEPANWDE; current dates conflict with budget development dates and receipt of test data. 		
January 7, 2000	Deanna Weaver Director of Instruction Taylor County Schools	Replace with a five-year management (strategic) plan in place of UCIP - review yearly assuring compliance with new laws, policies, noncompliance and low test scores (weaknesses). This would solve problems with yearly budgeting and submission timelines. Provide sustained ongoing training to counties on developing strategic plans.		
January 7, 2000	Tom Deadrick Administrative Assistant Marion County Schools	See comments above about UCIP's.		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
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Section 8.3.1.c. Unified County Improvement Plan				
January 7, 2000	Deanna Weaver Director of Instruction Taylor County Schools	<p>Replace with a five-year management (strategic) plan in place of UCIP – review yearly assuring compliance with new laws, policies, noncompliance and low test scores (weaknesses). This would solve problems with yearly budgeting and submission timelines. Provide sustained ongoing training to counties on developing strategic plans. Name Title I, special education feed into a strategic plan rather than these programs leading the direction of the school.</p>		

Date	Individual/Organization	COMMENTS	Action/Type	Rationale
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OTHER COMMENTS

December 3, 1999	Gary Cross Principal Ravenswood Grade School	<p>Chart II - Early Childhood 3-4 Science and social studies should not be required daily. If students are in the 2nd, 3rd and 4th quartiles, they could have science and social studies daily.</p> <p>If a child has trouble with reading, they need to have more time in the day to learn how to read. Students in the 1st quartile on the SAT/9 should not have social studies daily especially if they cannot read.</p> <p>If a child has trouble in math, they need to have more time to do math. On the other hand, a student who needs to be accelerated because of mastery should have science and social studies daily. This chart is too restrictive.</p>		
January 4, 2000	Office of Special Education Staff (continued)	<p>3.1.F - How does this statement apply to students with moderate to severe disabilities? 3.1.1.F.b - Add: <u>employment</u> between career and opportunities. 5.20 - Change word Committee to <u>Team</u>. 5.23.1 - Does this mean that the courses can be waived using the IEP? 5.27 - Emphasize that educators include both regular and special educators. 5.47 - Add other resources: <u>including special education fiscal resources</u>. 6.5.3 - change to: <u>functional life skills necessary to make successful transition to adult life, are provided to individual students with severe disabilities participating in West Virginia's Alternate Assessment process</u>. 6.6.4 - Expand to include most current information. Include behavior intervention plans, safe schools information, improving test taking skills, and reducing test anxiety as benefits offered by school psychologists.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
	Office of Special Education Staff (continued)	<p>6.8.2 - Change to align language with IDEA and WV Policy 2510. Suggested revision: <u>Review individual student needs when a student demonstrates poor educational performance and recommend appropriate instructional and/or behavioral intervention strategies within the regular education program or refer immediately for multi-disciplinary evaluation.</u> Also, include <u>educational performance</u> in glossary.</p> <p>What about depressed students and students with speech/language needs?</p> <p>7.3.3 - Add a statement pertaining to the emphasis on positive interventions.</p> <p>7.4.3.a.C - Change individualized education program to Individualized <u>E</u>ducation Program.</p> <p>8.2.1 - Delete: except for those whose IEPs specify otherwise. Delete sentence: For those special education students who do not participate in the statewide assessment program, an alternative form of assessment must be conducted.</p> <p>Add sentence: <u>An Individualized Education Program (IEP) or a Section 504 Plan specifies how a student with disabilities will participate in the statewide assessment program.</u></p> <p>8.2.4 - Add procedures to describe how students in grade 8 and lower will be provided with opportunities to progress to the next level of instruction as mastery is achieved.</p> <p>8.2.5 - Change Committee to Team.</p> <p>8.2.7 - Change levels to level in first sentence.</p> <p>8.2.10 - Change Committee to Team.</p> <p>8.3.1.a - Delete unneeded space prior to 3).</p> <p>8.3.1.b - Add: <u>examination of suspension/expulsion information.</u></p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 4, 1000	Dee Bodkins Executive Director Office of Special Education	<p>Individualized education program should be Individual Education Program throughout the document.</p> <p>Individualized Education Program Committee should be Individualized Education Program Team throughout the document.</p> <p>5.20 - Modified diploma causes a lot of problems - I hear reports that some districts are issuing more than the two types of diplomas permitted by this policy, plus various certificates in lieu of diplomas. Can the policy or the training describe what a modified diploma looks like? For example, same diploma with special wording or a special seal. We have to watch discrimination based on a disability here, but a school district should standardize their two types of diplomas.</p> <p>6.5.3 - Suggested language: Functional life skills necessary to make a successful transition to adult life are based upon the Instructional Goals and Objectives and are provided to individual students with severe disabilities who meet the criteria for participation in West Virginia's Alternate Assessment.</p> <p>7.3.3 - Suggested added language: positive behavior interventions or positive behavior supports.</p> <p>7.4.3.a.C - FYI: After July 1, 2001, Policy 2419 requires "the assignment of service personnel based upon students' needs for supports, either individually or collectively, as described in their IEPs."</p> <p>Current caseload calculations and aide assignments remain in effect until July 1, 2001.</p> <p>8.2.1 - All students with disabilities MUST participate in the statewide assessment program. The IEP Team determines HOW the student will participate in the norm-referenced assessment (SAT-9) - under standard conditions, with accommodations that do not violate standard conditions, or with modification of standard conditions. For those students who meet the criteria for the Alternate Assessment, the IEP Team must indicate that on the student's IEP.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
	Dee Bodkins (continued)	<p>8.2.7, 8.2.9 - Be sure language is not discriminatory. When students with disabilities take the SAT-9 with modifications, they receive an individual student report on their results, but do not receive a stanine or percentile report. Therefore, they are unable to receive either the 50th or 70th percentile warranty, regardless of their performance on the assessment. This is a real issue for students with sensory impairments who must take the SAT-9 under modified conditions, e.g., oral administration, Braille; signed by an interpreter. I get lots of parent complaints on this issue. The OCR may settle the issue for us through Preston County.</p>		
January 4, 2000	Robin Boiling Assistant Director Office of Special Education	<p>6.6.4 - Current definition is outdated and does not reflect the comprehensive nature of school psychological services. School psychological services facilitate the academic performance and social and emotional development of students by 1) counseling students to help them benefit from their educational experience; 2) assisting school personnel to use assessment information for identifying curriculum and training needs and for instructional planning, including behavior intervention plans; and 3) providing information to school personnel, parents and students on educational and behavioral topics such as effective problem solving, safe schools and social skills development.</p>		
January 4, 2000	James B. Strong Supervisor of Adolescent Ed. Mercer County Schools	<p>Section 8.2.10 - Individualized Student Transition Plan An Individualized Student Transition Plan (Five Year Plan) covering grades nine through twelve and the first year beyond high school is developed for every student in consultation with her/his parents and school advisor. The entire format of 8.2.10 is difficult to follow. Entirely too many a's, b's and c's. Little c. - Other Plan components may include - This area is important to discuss when making the five-year plan with the parent and student. Co-curricular and extracurricular activities can affect grades due to the time needed for the activities. The documentation of the activities will be reflected on the Certificate of Proficiency.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 5, 2000	Policy 2510 Focus Group	<p>5.3.8 - Meaning of program of study (page 10) conflicts with use of term "program of studies" in 8.2.10.b.B. Program of studies (in HSTW/STW jargon) means career clusters/majors offered by school.</p> <p>WVDE needs to pick up where STW left off (now that funding is ending) in providing a forum for discussion of problems, best practices, further program development. WVDE needs to provide leadership. The issue of a work-based coordinator is a special concern.</p> <p>Coordinate calendars on a RESA or statewide level. (The state could even offer a couple of options from which counties could choose) to provide consistency in faculty senate and staff development to facilitate students from one county attending school in another county.</p>		
January 6, 2000	Sharon Flack Office of Instructional Services	<p>Chart V - Core Electives Adolescent 9-12 The State Board of Education approved Geography as a required to be offered elective. A triple asterisk (***) needs to be placed on the chart after Geography in the social studies.</p>		
January 7, 2000	Six Teachers from Marsh Fork High School Box 307 Naoma, WV 25140	<p>We disagree with proposed Policy 2510. One uniform schedule for the entire state will not work. The schools within one county have vastly different needs. This policy would make the schedule so inflexible, that the best interests of our students would not be met.</p> <p>9.4.1 - All programs for elementary and secondary schools must meet the standards and safeguards set forth in WVDE policies related to curriculum, instruction, and student support services.</p> <p>9.4.2 - Letters of agreement and/or contracts shall be used with external agencies, businesses, and individuals to clarify responsibilities in areas such as: student supervision, public access to school facilities, finance and program accountability.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
January 7, 2000	Randy Adkins Teacher Raleigh County Schools	<p>Please remember the natural characteristics inherent in children. Lengthening the school day belies the knowledge we possess. Children are already tired and less able to focus attention within the time frame teachers have now. Increasing the amount of time students attend school will most likely show positive gains in their skill level. Instead, inattention and misbehavior will increase. Even as a student, one who graduated as valedictorian, I found that my attention and behavior was greatly reduced by the final class period.</p> <p>A better way to increase academic time within the current school day would be to eliminate or severely reduce previously instituted waste. By this I specifically point out home rooms (advisories) and skills periods (academic exploratories). These policies reduce meaningful educational time by approximately one hour per day. This time would be better spent in addressing the core subject areas. Additionally, the goals of the academic exploratory could be addressed within the framework of a cohesive core curriculum.</p> <p>In sum, the amount of classroom time should be judged by quality and not quantity. Please take my thoughts under advisement while debating this policy.</p>		
January 7, 2000	Nasia P. Butcher Calhoun County High School Faculty Senate Chairperson	<p>Our staff is very productive on Faculty Senate days. Without the extra time, our faculty would not be as proficient in integrating technology into our classroom, aligning curriculum, developing programs of study and other programs as deemed necessary by our principal. In fact, our English and social studies departments will be receiving a four-hour training session on technology application for our specific content areas on July 14, 2000. Also, we encourage students to use Faculty Senate days to fulfill their hours for the work-based learning requirements for graduation.</p> <p>I have followed the Lincoln County saga with great interest and recall the Logan County takeover. It is very interesting that this proposed policy follows on the heels of those incidents. The leadership of the state department should address those problem counties specifically and allow those of us who do right to continue.</p>		

Date	Individual/Organization	COMMENTS	Action/ Type	Rationale
	Nasia P. Butcher (continued)	This policy is viewed by those outside the state department as a punishment for all just because the few cannot play by the rules. You may rest assured that superintendent Ron Blankenship closely follows and adheres to state policy to assure quality instruction in all Calhoun County Schools.		
January 7, 2000	Francene Kirk Office of Instructional Services	Because theatre is defined as an "art" in this policy, it should be removed from the language arts elective list (Chart V). It is confusing to school administrators. It leads them to believe that teachers with a certification in English can teach theatre.		

POLICY 2510: Assuring the Quality of Education: Regulations for Education Programs

COMMENT LOG

February 22, 2000 - March 22, 2000

ACTION TYPE
 N: No Response - Negative
 N/A: Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/Type	Rationale
Section 5.18. Definition of a course				
March 6, 2000	Ronald Cantley, Principal Beckley-Stratton JHS Beckley, WV 25801	Intriguing. Can people develop new unique courses in the future?		
March 21, 2000	Kim Long Teacher Ravenswood Middle School Ravenswood, WV 26164	Requiring 8100 minutes for high school credit will increase the difficulty for middle schools to offer advanced courses such as Algebra I, French, Spanish (any foreign language), etc. If our standards are that these are to be offered, the 8100 minutes is too stringent.		
March 22, 2000	Phyllis Barnhart Executive Director Science/Project CATS	<p>I am in full support of the requirement of a unit of credit to consist of 8100 minutes of instruction. The attached charts indicate false premise of lesser time requirements. Even a 45 minute period hinders the effective delivery of the Science Instructional Goals and Objectives in general, and specifically, the Laboratory/Hands-On Learning IGOs.</p> <p>Many continue to cite Prisoners of Time as a reason to move to fewer number of minutes for unit of credit requirement. However, let us not overlook the findings of the national study that documents that the lesser amount of time American students spent in academic study when compared to students in industrialized nations. I believe the real message in Prisoners of Time is to encourage flexibility for groups of students rather than advocating less time for everyone. The West Virginia Board of Education has provided a variety of modifications both in curriculum and the delivery system to accommodate the needs of students who require either more or less time to achieve mastery -- Applied Mathematics I and II, testing out, teach/reteach, etc.</p> <p>Another argument for fewer number of minutes for unit of credit requirement points to loss of faculty senate time or advisor/advisee time. While these times are important, the solution is not to reduce instructional time but to increase contractual time to include faculty senate days and lengthen the instructional day to provide advisor/advisee time.</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
	Phyllis Barnhart (continued)	At a time when other states are increasing the number of days of instruction, of increasing the length of the instructional day, and requiring evidence of student proficiency prior to promotion/graduation, West Virginia must take action to hold the 8100 minute requirement rather than pursue an avenue that will decrease the opportunity of all students to acquire the knowledge, skills, and competencies they will require to be successful in the world of work, as well as postsecondary education.		
Section 5.20. IEP Team				
March 6, 2000	Ronald Cantley, Principal Beckley-Stratton JHS Beckley, WV 25801	I'm curious. If we have state special education regulations, why do we need these policy items also?		
Section 5.46. Unified County Improvement Plan				
March 14, 2000	James Frazier Cottageville Elementary School Cottageville, WV 25239	We have a Curriculum Plan, Title I School-wide Plan, and a School Unified Plan. All these plans should be combined to form one plan only. We keep doing and saying the same things in every plan.		
Section 5.47. Unified School Improvement Plan				
March 14, 2000	James Frazier Cottageville Elementary School Cottageville, WV 25239	We have a "curriculum plan," Title I School-wide Plan and a School Unified Plan. All these plans should be combined to form one pin only. We keep doing and saying the same things in every plan.		
Section 5.48. Definition of a Unit of Credit				
March 20, 2000	Kathryn E. Nichols Fourth Grade Multi-subject Pleasant Hill Elementary Calhoun County Schools	With regards to the 8100 minutes required for the high school level student - I feel that in a rural county, such as Calhoun, 7700 would be a more realistic length— due to the distance the entire student populous must travel - because of our transportation system.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
March 20, 2000	Calhoun County Faculty Senate (30 signatures)	<p>The Calhoun County High School Faculty Senate has very serious concerns about the 8100 minutes provision in Sections 5.48 and 6.4.2 of Policy 2510. Our faculty senate commented on this policy in January and offered 7200 instructional minutes as an alternative. It is apparent that there has been no consideration of change from 8100 minutes.</p> <p>If the board of education adopts this policy as presented, its effects would be far-reaching, directly impacting students in the following ways:</p> <ul style="list-style-type: none"> • Bus travel time for students would be increased by 20 minutes. We have explored extending each block of five minutes to allow for banked time which would increase our school day by twenty minutes. Presently, our school day is among the longest in the state. We commence at 8:10 a.m. and dismiss at 3:35 p.m. Calhoun County has only one high school and the transportation schedule is dictated by the high school's schedule. According to Donnie Pitts, our county transportation director, the earliest bus picks up its first students at 6:35 a.m. and delivers the same students home at 5:05 p.m. As the time moves from daylight savings to standard time, students find themselves leaving and returning home in darkness. This is especially dangerous for young children. If the policy is implemented as presented, are we to pick up students at 6:15 a.m. or return them home at 5:25 p.m.? It is our opinion that neither is acceptable. • There is no provision to allow for transportation to vocational centers. There will be a cascading effect of changes that will be necessitated for secondary students if the policy is adopted as presented. If students receive less credit for a half day at the Calhoun-Gilmer Career Center than they would for attending at the home high school, students will become very reluctant to attend these programs, many of which are required as course majors in the Programs of Study. Additionally, many are mathematically excluded from being able to attend the Career Center. Currently, our graduation requirement is 28 total credits. Under our block scheduling, students can earn 32 credits in a four-year period. However, if students only earn three credits for attending the Career Center and attend for both years of a two-year program, they will only be able to gain 30 credits. This puts these students in an unfair situation in reaching graduation requirements and necessitates yet another change in the requirements. • There will be no full day faculty senates for staff development. Our staff is very productive on Faculty Senate days. Without the extra time, our faculty would not be as proficient in integrating technology into our classroom, recognizing and dealing with aggressive student behavior, aligning curriculum, development programs of study and other programs deemed necessary by our principal. In fact, our English and Social Studies departments received an intensive four-hour training session on technology application for the specific 		

Date	Individual/Organization	Comments	Action/Type	Rationale
	Calhoun County Faculty Senate (continued)	<p>content areas on January 14, 2000. Teaching in a school where computer technology is an integral part of the educational process, this type of training needs to be conducted on a regular basis, not just three days at the beginning of school. Additionally, our math department hosted the Regional Math Field Day for 125 students in grades 4-12 from seven counties on February 11, 2000.</p> <ul style="list-style-type: none"> • There will be no banked time for any type of non-instructional activity. We provide a thirty-minute lunch and thirty-minute advisor-advisee or skills improvement sessions for all students. There is no wasted time in our schedule. Our assemblies and enrichment activities for students are infrequent; to date we have had one twenty-minute football game, a one-hour Christmas assembly, and a two-hour Theatre West Virginia production "The Last Hanging in Pike County." • Lack of full day faculty senates will limit students to meet the work-based experience requirement. We encourage our students to use this time to fulfill this graduation requirement. At present, our workbased learning policy does not allow for students to gain hours of experience and to be paid. Because 80 percent of our student body qualifies for free or reduced lunch most of the students who work in the summer, work strictly for monetary gain. We believe the use of faculty senate days to be perfect opportunities for students to gain this valuable work experience. <p>While we believe that a standard should be established, 8100 minutes is unrealistic. In our previous comments regarding Policy 2510, we offered 7200 minutes as an alternative. However, we believe that 7700 minutes is a viable compromise. <i>We implore the State Board of Education to adopt a minimum 7700 instructional minutes as the instructional standard.</i> This will allow for four full day faculty senates each semester and one two-hour faculty senate meeting. This will alleviate all concerns listed above with the exception of vocational education. With respect to that issue, the State Board of Education should incorporate a non-penalty travel-time clause to multi-county vocational centers.</p> <p>Teachers have followed the Lincoln and Logan County sagas. These events have left an indelible black stain on the face of WV public education. It is interesting that Policy 2510 follows on the heels of those incidents. It is the opinion of this Faculty Senate that the leadership of the SDE should address those problem counties specifically and allow those who provide quality education to continue to do so. This policy is viewed by many outside the SDE as a backlash effect for all, just because a few administrations cannot assure quality education for their county's students. You may rest assured that superintendent Ron Blankenship closely follows and adheres to state policy to assure quality instruction in all Calhoun County Schools.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
March 20, 2000	Robert Glenn Bonar Teacher Calhoun County High School	I understand 2510 is back out for comment. I just wanted to repeat my concern on the 8100 minute provision. Schools need some leeway – either let co-curricular activities count toward the 8100 or reduce the required number of instructional minutes to something everyone can live with (esp. in rural areas with long bus rides). Also, has the Department resolved the discrepancy between the 8100 minute requirement and the 345 minutes per day minimum. You end up with two different amounts, which do schools follow? (Is this more fun than the WW History Film ????) Good luck sorting all this out.		
March 21, 2000	Larry Stinn Principal Pleasant Hill School	<p>I am principal of Pleasant Hill School. We are a West Virginia and National Blue Ribbon School. I received the Milken National Educator award in 1998. I say this only because I want you to know that my comments come from the experience of an effective school and administrator, not someone with low expectations attempting to get away with less work.</p> <p>I oppose requiring 8100 minutes for high school credit because of the negative consequences it would have for the children in my school and small county schools throughout the state. Some of our children board school buses as early as 6:45 A.M. and do not get off those buses until almost 5:00 p.m. That is over 10 hours! This intolerable situation would be worse if 8100 minutes are required, because the high school instructional day would have to be lengthened. Since all bus runs are dependent on the high school, the school day of our children will be even longer. Requiring 7700 minutes is an alternative which would not create these drastic consequences for small children.</p> <p>I also oppose mandating 8100 minutes, because it would make it impossible to have "full-day faculty senate." Actually, this means having five hours for training and collaborative planning and two hours for a faculty senate meeting. The high school would no longer have enough banked time to continue this practice, and other county schools including mine would have to do the same. Those faculty senate mornings are the only time my staff can get the training we feel we need to reach our challenging goals for improvement. It is certainly the only opportunity we have to use our school's computer lab for further technology training. Despite what the editorial writer in the Gazette might say, we use every minute of those days to full advantage. Increased teacher and staff competence together with some extremely effective programs have been the result. It would be very discouraging for me personally to lose this valuable resource for staff training and collaboration. Mandating 7700 minutes as an alternative would allow us to continue our current practice.</p> <p>Thank you for considering my comments.</p>		

Date	Individual/Organization	Comments	Action/ Type	Rationale
March 21, 2000	Rebecca Sue Miller Kindergarten Teacher Pleasant Hill School Calhoun County Schools	I am commenting about 8100 minutes that Policy 2510 would require for high school students in regard to our elementary students. We have 900 extra minutes per month for our elementary students bank time already. Lengthening the day to accommodate the high school needing 8100 minutes is unreasonable for our young children. The high school schedule already dictates the transportation schedule for our entire county. The children would be on buses longer than they already are and education along with their childhood will suffer.		
March 21, 2000	Betty Jo Jordan Executive Director WVDE	I believe the insertion of 8100 minutes of instructional times moves us further away from mastery of content. Many schools and school systems are making strides in raising expectations and improving student achievement, without us policing instructional minutes. It is much better to deal with those few schools and/or systems that do not focus on mastery and accountability for instruction rather than place constraints on everyone. I strongly recommend that reference to 8100 minutes is removed from all applicable parts of Policy 2510 (Section 5.48, Section 6.42, Chart IV, Section 7.2.10).		
March 21, 2000	Gina Gherke Pleasant Hill School Calhoun County Schools	We have been discussing Policy 2510 in our faculty senate meeting and wanted to let you know our feelings. Being such a rural county, length of days, transportation problems and staffing shortages have always had a huge impact on us. Since our schools have been consolidated, the problems have only compounded. We have 3 and 4 year olds at school from 7:15 to 4:10. If this policy passes, our youngest children will be in school even longer than they are now. Currently, our elementary schools accumulate 16 days and 2 hours of bank time. I would imagine Clay County and any other rural county would be in pretty much the same situation. Full day faculty senates don't correct the problem, but at least it helps a little. I strongly urge the board not to accept Policy 2510.		
March 21, 2000	Bernice Byrd Calhoun County Schools	8100 minutes is very unrealistic. 7700 minutes would be reasonable. Faculty Senate days should stay the same. We already have one of the longest school days in the state.		
March 21, 2000	Carol Taylor Calhoun County Schools	I am opposed to increasing our instructional time to 8100 minutes for high schools. I teach in an elementary school, but our county is a single high school county (Calhoun). The high school schedule dictates the transportation schedule for the entire county. We are already exceeding the mandatory instructional time by nearly two hours. Days during standard time, earliest students board the bus in darkness some at 6:35-6:40 a.m. The last students are dropped off after 5:00 p.m. Also this would not allow us to continue our monthly faculty senates. We would have to go back to half days faculty senate and this does not give us enough time for anything. Please do what you can to keep instructional required minutes realistic. Primary children are suppose to have the shortest instructional day, yet our school has one of the longest in the state already. Our young children need time to simply be what they were created to be -- children. Thank you.		

Date	Individual/Organization	Comments	Action/ Type	Rationale
March 21, 2000	Nellie Dowell Calhoun County Schools	As an elementary school teacher I am opposed to returning to a two hour faculty senate and the 8100 minutes is unrealistic in a rural area where transportation of elementary students and high school students are contingent upon each other.		
March 21, 2000	Jacqueline Shimer Reading Specialist Pleasant Hill School	Please consider removing the mandated 8100 minutes from Policy 2510.		
March 21, 2000	Kimberly Batten Calhoun County Schools	After discussing Policy 2510 in our faculty senate, please consider keeping full-day faculty senates.		
March 21, 2000	Rebecca Czap Calhoun County Schools	I teach Kindergarten in Calhoun County. I am totally against Policy 2510 which will make our school days longer than they are. We are already teaching more than 45 minutes extra time each day in our school. Please help us to see that this policy does not go through.		
March 21, 2000	Tom Deadrick Administrative Assistant Curriculum & Instruction Marion County Schools	8100 minutes should NOT be part of a unit of credit. When Policy 2510 was revised, part were based on the <i>Masters of Time</i> study which indicated that time should not be a limiting factor. The use of 8100 minutes takes us back instead of moving forward. The whole premise under which parts of Policy 2510 were sold to us was the concept of moving students forward once they have demonstrated mastery of the IGOs. Having a factor such as 8100 minutes does not allow us to do this other than through testing out at the secondary level. If some schools or school systems have grossly misused the issue of time, then you should deal with them directly rather than using the shotgun approach to the problem.		
March 21, 2000	Deborah Cunningham Calhoun County Schools	In regards to Policy 2510 the 8100 minutes in unrealistic to facilitate full day faculty senates in our school. Our current 7700 instructional minutes is a reasonable alternative. Our county, Calhoun, has one of the longest school days in the state -- the first bell rings at 8:10 and the dismissal bell at 3:35 p.m. Our county has a single high school, the high school schedule dictates the transportation schedule for the entire county. the elementary schools which are Pk-4 are already exceeding their mandatory instructional time by nearly two hours. the buses in darkness during standard time. The first student is picked up at 6:35 a.m. The last student is dropped off after 5:00 p.m. This policy does not allow for travel time to multi-county vocational centers and penalizes students who must attend in order to fulfill requirements in programs of study. Please address these and forward the comments to Cleo Matthews regarding this policy, it will indeed do harm to our students whom already are giving their utmost best.		

Date	Individual/Organization	Comments	Action/Type	Rationale
March 21, 2000	Ron Ray Director, High Schools & Vocational Education Jackson County Schools	The return to the requirement of 8100 minutes of instructional time to be allotted for all high school courses in order to receive a credit, is a step back in time. It restricts the flexibility and creativity currently afforded to schools in the development of schedules based on the needs of students. This requirement, based on an arbitrary number of minutes, will in fact prove to be a hindrance to those seeking solutions to current scheduling problems.		
March 21, 2000	Joyce F. Queen Calhoun County Schools	I am strongly opposed to 8100 minutes of instructional time for high schools. We are in a rural county in which the high school schedule dictates the bus routes and the primary children already have a far to long day exceeding the required minutes of instructional time. Let us join together to stop such an unrealistic requirement.		
March 21, 2000	Jacqueline Shimer Pleasant Hill School Calhoun County	Please consider removing the mandated 8100 minutes from Policy 2510.		
March 22, 2000	Lloyd R. Hall Calhoun County Schools	Policy 2510, if implemented, will be very harmful to the educational process here in Calhoun County. We have one of the longest school days in the state 8:10 a.m. - 3:35 p.m. The first students are picked up at approximately 6:35 a.m. and do not return home until after 5:00 p.m. If this policy passes, it will have devastating impacts on the rural school systems in our state. We need full faculty senate days, they are used very wisely here in Calhoun County.		
March 22, 2000	Kelli Whytzell Pleasant Hill Elementary HC 65 Box 39A Grantsville, WV 26147	I am very concerned about the implication this policy will have on Calhoun County. We have one of the longest school days in the state, first bell rings at 8:10 a.m. and dismissal at 3:35 p.m. In single high school counties like Calhoun, the high school schedule dictates the transportation schedule for the entire county. Days during standard time, the earliest students board the bus in darkness. The 8100 minutes are unrealistic to facilitate a full day faculty senate in our school. We would offer 7700 instructional minutes as a reasonable alternative. This would allow for full day faculty senate. The information and technology training that is taking place on faculty senate days is necessary for the schools to use technology as an integrated part of the classroom. We need the full day faculty senates.		
Section 5.54. Robert C. Beach Vocational Agriculture Credit				
March 3, 2000	Toni Lynne DeVore Wood County Schools	This makes the use of the Agriculture Credit more aligned with the needs of students and the integrity of the science program. This is a positive move.		
March 10, 2000 March 14, 2000	Don Michael WVDE Paul Lovett	Add at the end of the second paragraph - REFER TO FOOTNOTE(**), CHART IV, PAGE 19, FOR A LIST OF APPROVED COURSES FOR THE ROBERT C. BEACH VOCATIONAL AGRICULTURE. In the third paragraph, fourth line - insert PRESENTLY between not and meet (does not presently meet the requirement).		
March 21, 2000	Betty Jo Jordan Executive Director WVDE	Add to end of second paragraph: Refer to Footnote**, Chart IV, page 19, for a list of approved agricultural education courses for the Robert C. Beach Vocational Agriculture Credit.		

Date	Individual/Organization	Comments	Action/Type	Rationale
March 20, 2000	Jason E. Hughes Pleasants County Schools	<p>I would recommend the following additions to Section 5.54. Robert C. Beach Vocational Agriculture Credit:</p> <p>Adding the following courses to the approved course list: 1) Agricultural Biotechnology, 2) Forestry Science, and 3) Hydroponics.</p> <p>Adding that a student entering a trade school can count an approved course for their third unit of required science.</p>		
March 21, 2000	Mark Fawcett Counselor Magnolia HS Weizel County Schools	<p>The Robert C. Beach Vocational Agriculture Credit is a joke. It has so many strings attached to it that for all practical purposes it is worthless to students. In the past, we have had many students use Agriculture classes in lieu of a third science requirement for our school, (long before WV required it). It has been a real benefit to students planning to enter the work force directly or perhaps the military service, even when they had to have 3.0 credits of Agric. Educ. classes to count as one science credit. The narrow focus of this new Agriculture credit is so limited that it will be available to a tiny portion of the students today. I believe that this new state policy completely defeats the original intention of the WV Code that first allowed Agric. Educ. classes to be counted as science credit.</p> <p>The Parental Consent form described in the bill is a ludicrous extra level of paperwork and red tape that unnecessarily complicates the scheduling process. When a parent asks for his child to take Honors English 9 instead of English 9, they do not need to have that decision reviewed by a school curriculum committee. They know the course will be more difficult and who in the school has time to review every decision of this type. We regularly have 50 or more incoming freshmen at this school in Honors Science or Honors English courses in the 9th grade. Do you think we have time for 50 curriculum committee meetings on these decisions? We certainly do not. It is only a cumbersome process spelled out in policy to accomplish what is already done with brief meetings between counselor, child and parent. The student must meet specific objective criteria in order to take the course and from that point on the parent should have the decision making power.</p>		
March 22, 2000	Keith Burdette Agriscience Teacher Ravenswood High School	<p>After reviewing the section of Policy 2510 affecting agricultural education, I would like to offer the following suggestions:</p> <p>On page 12 of the policy, second paragraph, the policy describes the requirements of the vocational agriculture courses for which the Robert C. Beach Vocational Agriculture Credit will be given. In order to avoid any confusion, perhaps it would be wise to add, at this point or at some other, specific names of courses which currently meet this requirement. The list of qualifying courses should include: Agriscience 11, Agriscience 12, Animal & Veterinary Science, Aquaculture, Ag Biotechnology, Forestry Science & Ecology, Soil & Plant Science, Horticulture, Greenhouse Management, and Environmental Technology.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
	Keith Burdette Continued	<p>I would recommend that this list of courses be placed on page 12 after the second paragraph or in an appendix at the end of the policy. I also believe that this list should be placed on page 19 at the bottom of Chart IV in the footnote discussing the Robert C. Beach Vocational Agriculture credit.</p> <p>I would also recommend that the word PRESENTLY or CURRENTLY be inserted in page 12, third paragraph.</p> <p>I offer this suggestion simply because I am aware of at least one agricultural education department which has secured lab science credit through WVU for an advanced Ag course taught to juniors and seniors.</p>		
March 22, 2000	Phyllis Bamhart Executive Director Science/Project CATS	<p>Comment: The list of West Virginia Board of Education approved vocational agriculture courses that qualify as a Robert C. Beach Vocational Agriculture Credit will need to be listed after paragraph 2 on page 12. (Upon approval of Policy 2510, Section 5.54, courses will be identified and their IGOs revised to increase content rigor. The list of courses and IGOs for each course will need to be placed on public comment prior to the addition to Policy 2510.)</p> <p>Comment/Opinion: I am writing to express my deep concern over the actions of the Legislature and the subsequent pending action by the West Virginia Board of Education with regard to the Robert C. Beach Vocational Agriculture Credit issue. After many sleepless nights and troubled days over the past 13 months, I am compelled by my professional beliefs and ethics to speak out more candidly on this issue. I understand the very difficult position in which the West Virginia Board of Education has been placed; therefore, a compromise solution was suggested. However, I can not remain silent and allow you to think that I believe that the compromise is in the best interest of students and their education in the natural sciences.</p> <p>My comments, that follow, are grounded in 17 years of classroom experience including 9 years as an adjunct college instructor and 10 years of state level employment during which time I have been very fortunate to learn from and contribute to national science education reform initiatives. Project CATS has been recognized by the National Science Foundation in demonstrating systemic reform.</p> <p>I am very disillusioned by the action of the Legislature in declaring that "vocational agriculture is science." Where is the data/evidence that supports this declaration? This lack of data/evidence is in direct conflict with the very nature of "science as inquiry" as defined by the West Virginia Science Program of Study. Just because it has become fashionable to attach the term "science(s)" does not make a course "science." I will be the first to agree that natural science concepts are utilized in vocational agriculture courses; however, science concepts are utilized in health, sports/physical education, computer technology, art, music, to name just a few. And yet, the educators of these programs are not using the political system to "declare" their courses "science".</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
March 22, 2000	Phyllis Bamhart (continued)	The intent of S.B. 300 to raise expectations for students and the subsequent increase in the number of credits in the natural sciences required for graduation are to be applauded. Clearly note, for a group of students as identified in the "compromise" language of Section 5.54 the expectations are lowered for the natural sciences.		
Section 6.4.2. Courses needed for graduation				
March 13, 2000	James Frazier Cottageville Elementary School Cottageville, WV 25239	Need to take out the minimum of 8100 instructional minutes for each level course. This takes away from flexibility for scheduling and bank time can not be accumulated.		
March 21, 2000	Tom Deadrick Administrative Assistant Curriculum & Instruction Marion County Schools	Again, 8100 minutes moves us back a decade! See previous comments.		
Section 6.5.3. Functional life skills				
March 6, 2000	Ronald Cantley, Principal Beckley-Stratton JHS Beckley, WV 25801	Consistency is good.		
Section 7.2.9.v. Unified School Improvement Plan				
March 6, 2000	Ronald Cantley, Principal Beckley-Stratton JHS Beckley, WV 25801	Sounds promising.		
Section 7.2.10. Time Allocations				
March 21, 2000	Tom Deadrick Marion County Schools	Again, the time issue should be there – see previous comments.		
Section 7.4.3.a.C.				
March 6, 2000	Ronald Cantley, Principal Beckley-Stratton JHS Beckley, WV 25801	I am shocked. A wonderful change designed to meet pupil needs over personnel needs. Good work! Three cheers!!!		
Section 8.2.3. Credit for courses based on tested mastery of instructional goals and objectives				
March 21, 2000	Tom Deadrick Marion County Schools	Time should not be an issue — see previous comments.		
March 21, 2000	Ron Ray Director, High Schools & Vocational Education Jackson County Schools	Why require 8100 minutes of instruction for a credit and then turn around in the same policy and allow students to spend ZERO minutes in a class and receive credit by taking a test?		

Date	Individual/Organization	Comments	Action/ Type	Rationale
February 25, 2000	David Bruner 309 Mackin Street Grafton, WV 26354	<p style="text-align: center;">Section 8.2.10 b.B</p> <p>The issue that has compelled me to write is the WVDE's attempt to avoid the consequences of H.B. 2855.</p> <p>The WV Legislature clarified their intent of S.B. 300 last year when they passed H.B. 2855. This being that college bound students did not have to take vocational classes, like "Introduction to Majors," and could choose to take more difficult course work that would better prepare them for their academic future.</p> <p>It is my belief that S.B. 300 was the worst educational experiment ever devised by this, or any other, state. However, I can live with the wisdom of this curriculum change since I have only a few more years before I retire. But I beseech you to help West Virginia's best and brightest students with their future academic preparedness. Do everything in your power to persuade the other board members to reject the definitions of "higher level courses" and "more rigorous courses" in the WV Department of Education's proposals to amend Policy 2510.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
February 25, 2000	Barbara Bennett - Fairmont	<p>Last year the legislature passed H.B. 2855. This was, in part, an attempt to clarify legislation passed in 1996, namely S.B. 300. I respectfully ask that you read again a new section added to the code, 18-2E-8d.</p> <p>This section is titled "Further expressions of legislative intent with respect to this article; parental consent for substitute courses." Note that paragraph C of the new section establishes the right of a student in consultation with his or her parents to substitute a higher level course, advanced placement course, college course or more rigorous substitute course in lieu of a required career major course.</p> <p>The same paragraph mandates that parents be advised of the impact of the substitute course including "that the student's certificate of proficiency will not indicate that the student completed a program of study major unless such substitute courses are related to a major field of study selected by the student."</p> <p>This language clearly indicates students' rights with parental approval to take substitute courses that are not related to the career major being replaced. If this were not the case, there would be no need for the parental consent form or the advisory process. Yet, the SDE has proposed for your approval amendments to Policy 2510 including new definitions for the terms "higher level course" and "more rigorous substitute." These definitions would mandate that substitute courses be taken in the same content area as the career majors they are replacing.</p> <p>Yet, the SDE has proposed for your approval amendments to Policy 2510 including new definitions for the terms "higher level course" and "more rigorous substitute." These definitions would mandate that substitute courses be taken in the same content area as the career majors they are replacing.</p> <p>I agree with Senator Jon Hunter who worked closely with other senators and delegates for the passage of H.B. 2855. He said "I do not believe the language in H.B. 2855 lends itself to be translated to mandate that a 'higher level course' or 'more rigorous substitute course' be taken in the same content area."</p> <p>I respectfully request that the SBE reject the definitions found in the current proposal, and approve the definitions suggested below which do reflect the legislative intent of this portion of H.B. 2855: page 38, paragraph A - "Higher level course" - a more difficult course in a different content area or at a higher sequential level in the same content area. Page 39, paragraph D - "More rigorous substitute" - a course in which the rigor and expectations are higher than the course for which the substitution has been made.</p>		
February 25, 2000	Donna Finkenbinder - Fairmont			
February 25, 2000	Chrissy Summers - Fairmont			
February 25, 2000	Karl Boone - Buckhannon			
February 25, 2000	Kari Hickman - Big Springs			
February 25, 2000	Mark Linville - Lumberport			
February 25, 2000	Robert Foster - St. Albans			
February 25, 2000	Sheila Byrne - Sutton			
February 25, 2000	Kathleen Johnson - Rivesville			
February 25, 2000	Joan Harman - Buckhannon			
February 25, 2000	Gary Gillespie - Glenville			
February 25, 2000	Barry Vingle - Fairmont			
February 25, 2000	Thomas Wenmoth - Parkersburg			
February 25, 2000	E. Jude Gore - Clarksburg			
February 25, 2000	Evan Jones - Shinnston			
March 1, 2000	William Laied - Fairmont			
March 1, 2000	Joe & Diana Patton - Eleanor			
March 2, 2000	Rudolph Raynes - Poca			
March 2, 2000	William Thurman - Buckhannon			
March 2, 2000	Heather Bowen - Belington			
March 7, 2000	Meiissa Barker - Gassaway			
March 7, 2000	Joseph Bowen - Spencer			
March 7, 2000	Janet Gilmer - Fairmont			
March 7, 2000	Andrew Harper - Poca			
March 7, 2000	Debra Vinson - Glenville			
March 7, 2000	Kathy & Ray Mathew - Sand Fork			
March 7, 2000	Debra Johnson - Glenville			
March 7, 2000	Charles Miller - Ripley			
March 7, 2000	Edmund Moore - Glenville			
March 13, 2000	Malanee Moore - Rivesville			
March 13, 2000	John Sullivan - Fairmont			
March 13, 2000	Janet Crugler - Fairmont			
March 13, 2000	Harvey & Judith Rich - Glenville			
March 13, 2000	Bette Garrett - Morgantown			
March 13, 2000	John Schrooley - Fairmont			
March 13, 2000	Nancy White - Fairmont			
March 20, 2000	David Jennings - Pennsboro			
March 20, 2000	Philip Wyatt - Clarksburg			
March 20, 2000	Duane Chapman - Glenville			
March 20, 2000	Jay & Faye Chambers - Glenville			
March 20, 2000	Robin Card - Cross Lanes			
March 22, 2000	Forrest Kelley - Phillippi			
March 22, 2000	Scott Vingle - Fairmont			
March 22, 2000	Brenda Donnellan - Parkersburg			

Date	Individual/Organization	Comments	Action/Type	Rationale
March 6, 2000	David Bess, Assistant Chair WV University Division of Music	<p>I request that the definition of Higher Level or More Rigorous Course be rejected for two reasons:</p> <ol style="list-style-type: none"> 1) The definition suggests that students may not opt out of courses that are not a part of a sequence. I strongly believe that students should be given the opportunity to opt out of such courses. 2) The definition states that a Higher Level or More Rigorous Course must be in the same content area. I strongly believe that students should be allowed to pursue a more difficult course in a different content area if they wish. Students have areas of interest that may not be represented in the course requirements associated with their specified majors. Many of these students will pursue these areas of interest for their entire lives, even though they may work in a completely different area. We must give students the opportunity to develop skill and knowledge in any area of interest that they may choose. 		
March 21, 2000	Tom Deadrick Marion County Schools	<p>THIS IS THE MOST CRITICAL PART OF POLICY 2510 THAT MUST STAY AS IT IS PRINTED!!</p> <p>Regardless of what the anti-cluster/major groups have to say, we are not killing the fine arts or other programs. If this section does not stay as worded here, you should eliminate any reference to the concept of career majors and clusters in this policy because they will be meaningless. When you have a county board adopt a motion that the performing arts and foreign languages are a more rigorous substitute for any career major course, then you have an issue. This says that four years of band will better prepare a student in an engineering/technical cluster/major than physics and calculus will. I do not have a problem with students substituting an identified course with a more rigorous substitute as long as it is within the same content area or is part of the other criteria listed. We are trying to better prepare students for some type of post-secondary education or entry directly into the world of work. Rather than them taking meaningless courses, we have worked hard to identify what is appropriate for their current area of interest.</p> <p>The programs of study (clusters/majors) on the county level were developed with a variety of individuals having input – ranging from practicing professionals in the career area with teachers, students and parents. They all agreed on what would better prepare the student for his/her next level of education. If you allow just any course to be substituted, then you have killed the intent of the programs of study.</p> <p>AGAIN, IF THIS SECTION DOESN'T STAY AS PRINTED, YOU SHOULD JUST ELIMINATE ANY REFERENCE TO THE PROGRAMS OF STUDY AND CAREER CLUSTERS AND CAREER MAJORS – THEY WILL HAVE BECOME MEANINGLESS!!</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
Chart IV Requirements for Graduation				
March 10, 2000 March 14, 2000	Don Michael WVDE Paul Lovett	Footnote addition. **Approved courses for the Robert C. Beach Vocational Agriculture credit include: Agriscience 11, Agriscience 12, Animal and Veterinary science 1, aquaculture, environmental technology, greenhouse management, horticulture and soil and plant science.		
March 10, 2000	Judith Taylor Morgantown High School Morgantown, WV	<p>Many educators in the state have been concerned about the mathematics requirement as stated in Policy 2510. No one argues that requiring three-mathematics credits to graduate is necessary to prepare our students for future employment. However, requiring all majors and all pathways to have the same mathematics requirements seems contrary to the position of preparing students for entry level, technical/skilled level, and professional level majors. If other requirements differ, should the mathematics requirements not reflect differing levels of mathematics achievement required in different occupations?</p> <p>With this in mind, the following modification is being suggested: all students should be required to successfully complete three years of mathematics in order to graduate.</p> <ol style="list-style-type: none"> 1. Professional level majors should complete three credits in mathematics, two of the three credits being Algebra I and above. These students will be attending post-secondary institutions of higher learning that require at least this level of mathematics achievement for admission. 2. Technical/skilled level majors should complete three credits in mathematics, one of the three credits being Algebra I or above. These students will be attending post-secondary training programs whose entry requirements do not exceed this level of mathematics achievement. 3. Entry level majors should complete three credits in mathematics. Emphasis should be placed on Career Major appropriate choices. Due to the limited number of mathematics courses currently available below Algebra I, additional courses would need to be developed that would be appropriate for this pathway, e.g., Technical Math, Consumer Math, Business Math, etc. These courses should have higher expectations than previous courses with similar names and be directly related to the entry level career majors. <p>The only discipline in which sequential success is absolutely required for progression to the next course is mathematics. If a failure occurs in English or History or Science, those classes can be retaken concurrently with the next required class. In mathematics, if a student does not pass a given course, they may not proceed to the next higher level course until they complete the course that was failed. If three mathematics courses are required of all students and a student fails just one year of a course, they must not fail any additional mathematics courses in order to graduate with their class. Summer school is not always an option.</p>		

Date	Individual/Organization	Comments	Action/Type	Rationale
March 10, 2000	Judith Taylor (Continued)	In speaking with mathematics teachers, counselors, and administrators, all believe that the current mathematics requirements for graduation are going to be difficult to fulfill for many students. College bound students will be taking the three required courses in order to be accepted into college of their choice. The concern is not with the professional pathway. Keeping three mathematics credits as a requirement for graduation is perfectly acceptable. The request being made is that the level of functioning and the types of courses required for each pathway be examined to make them more in compliance with what will be required in future occupations chosen by students in the technical/skilled and entry level pathways.		
March 21, 2000	Tom Deadrick Marion County Schools	Again, the time issue should not be there --- see previous comments.		
March 21, 2000	Betty Jo Jordan Executive Director WVDE	Add to Footnote**: Approved agricultural education courses for the Robert C. Beach Vocational Agricultural Credit are: Agriscience 11, Agriscience 12, Animal and Veterinary Science I, Aquaculture, Environmental Technology, Greenhouse Management, horticulture, and Soil and Plant Science.		
Chart V Core Electives				
March 3, 2000	Toni Lynne DeVore Wood County School	The <i>Mathematics in the Community</i> math course is a good addition and will help the student have success in math that takes Algebra 1 as a ninth grader and Geometry as a 10 th grader. A course is needed about Algebra but before Geometry to address the needs of students without requiring them to take four units of math. If a student begins with Algebra/Geometry prep, then moves to Algebra credit through Applied Math 1 & 2, four years will be required in any event. What course would be most appropriate for seniors in Mathematics, Geometry or a course like the <i>Mathematics in the Community</i> ?		
March 21, 2000	Mark Fawcett Counselor Magnolia HS Wetzel County Schools	Is the course dependent on a strong foundation in geometry or would it be a better course between Algebra 1 and Geometry? If the IGO's and placement could be reexamine perhaps students would be better served. Four credits of math required for graduation is a good thing. It has been the requirement in Wetzel county for many years prior to the WV requirement. To expect all students to complete two courses Algebra One and Above (Geometry) is not realistic. We have over 75 students in this school alone that are on an IEP of one kind or another. Most of them have specific disabilities that make even Algebra impossible. We have students with IEP objectives that they should learn how to count to 100 and the policy expects them to get credit for Algebra and Geometry before they can graduate from high school?		

Date	Individual/Organization	Comments	Action/ Type	Rationale
March 21, 2000	Mark Fawcett Counselor Magnolia HS Wetzel County Schools	<p>I object to the method used in distributing these policies for comment. They are hidden away on the WVEIS system and only those of us with a real desire to comment can even find them. Probably 90 percent of all teachers in WV schools do not have access to the policies for comments. The Office Vision word processor is horrible as any user will gladly attest. You cannot tell easily what is to be deleted or added since there is no explanation of the special characters in the text and it does not printout in a recognizable way. Maybe this is because they want to limit comments from those of us that have to use these policies every day.</p> <p>I hope that someone will read these comments and give them some thought.</p>		

OTHER COMMENTS

ATTACHMENT

PROPOSED Length of school year	REQUIREMENTS FOR 7200 minutes (Req. North Central)	A UNIT OF 7600 minutes (LEA Supt. Recommend.)	CREDIT 8100 minutes (Policy)
170	43 minutes/day	45 minutes/day	48 minutes/day
175	42 minutes/day	44 minutes/day	47 minutes/day
180	40 minutes/day	43 minutes/day	45 minutes/day

WHEN COMPARED TO THE 8100 MINUTE REQUIREMENT, STUDENTS RECEIVING THE FOLLOWING INSTRUCTIONAL TIME WILL HAVE:

Length of school year	40 minutes of instruction	43 minutes of instruction	45 minutes of instruction
170 day calendar	6800 minutes total	7310 minutes total	7650 minutes total
175 day calendar	7000 minutes total	7525 minutes total	7875 minutes total
180 day calendar	7200 minutes total	7740 minutes total	Meets Standard (days and minutes)

THE DISCREPANCY IN INSTRUCTIONAL TIME REPRESENTS THE LOSS OF:

Length of school year	40 minutes of instruction	43 minutes of instruction	45 minutes of instruction
170 day calendar	32.5 days of instruction	18.4 days of instruction	10 days of instruction
175 day calendar	27.5 days of instruction	13.4 days of instruction	5 days of instruction
180 day calendar	22.5 days of instruction	8.4 days of instruction	0 days of instruction